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Using the Community Capitals Framework to design a process for a cooperative to create prosperous farmers in Cambodia

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**Using the Community Capitals Framework to design a process for a cooperative to create
prosperous farmers in Cambodia**

by

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A thesis submitted to the graduate faculty
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Major: Community Development

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DEDICATION

I dedicate this work and all my work in Cambodia to my mother and father. My love and respect for them knows no bounds.

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ABSTRACT

Farmers in Thngoeur village, Cambodia, live in abject poverty, with the average annual household income for a family of five being less than \$700 USD. Research shows, however, that farmers in developing countries have marked annual income increases through their memberships in farmer cooperatives. In Cambodia, where more than 80% of the population lives in rural areas and 90% of this population engage in agricultural activities for income generation, farmer cooperatives can be a key income generation strategy at both the national and local levels. Using quantitative and qualitative approaches, this study will conduct focused interviews with managers and members of two farmer cooperatives in northwestern Cambodia in order to assess what factors lead some farmer cooperatives to succeed in consistently raising the incomes of their members. The results of this study will be used by Bareebo Organization, a local non-governmental organization operating out of Banan village, Battambang province, Cambodia, to assist them and the people of Thngoeur village in planning and forming a farmer cooperative in the coming years. Additionally, this study can be useful for local leaders, non-profits, and larger aid organizations working on income generation programs in Cambodia, as generalizations made about the study region and population can be extrapolated to Cambodia as a whole.

CHAPTER 1: INTRODUCTION

Researchers agree that well run farmer cooperatives increase the incomes of their members. Researchers also agree that there are common problems plaguing less successful farmer cooperatives. There is a gap in the research, however, in regards to better understanding what makes some farmer cooperatives succeed. Are they simply well run businesses that do not suffer from the common problems that bring down so many other farmer cooperatives? Or are there other dynamics at play, other contexts, and other mechanisms at work that allow successful farmer cooperatives to flourish? Or is it a combination of both: they are well run businesses that have special attributes that foster environments for success? Using qualitative and quantitative approaches, this study seeks to answer the following question: what makes prosperous farmer cooperatives in Cambodia successful?

Using qualitative and quantitative approaches, I first conducted a literature review on how farmer cooperatives are improving the incomes of their members in the developing world, and what barriers and constraints to success that farmer cooperatives in the developing world face in a global economy increasingly moving towards oligopoly. Second, using the information obtained during the literature review and applying eight years of community development experience in Cambodia, I am conducting qualitative research through two cases studies of successful farmer cooperatives in Cambodia using appreciative inquiry and standard interviewing methods via structured and semi-structured interviews with farmer cooperative managers and regular members. Success of farmer cooperatives is being measured using the Community Capitals Framework (CCF), with all relevant capitals being analyzed in regards to the results from the data collection.

For the purposes of this paper, the concept of income generation is defined as any increase in total annual income generated by economic activities by an individual. This definition is used because this paper investigates the role that farmer cooperatives have on the income generation capacity of farmers, and therefore it is important to know how these farmers are directly impacted as individuals.

Farmer cooperatives existing outside of Cambodia are defined using the International Cooperative Alliance's (ICA) definition. The ICA—the global representative body of cooperatives—defines cooperatives as “an autonomous association of persons united voluntarily to meet their common economic, social and cultural needs and aspirations, through a jointly owned and democratically controlled enterprise” (as cited in Simmons & Birchall, 2009, p.14). The reason for having a different definition of farmer cooperatives existing outside of Cambodia, as opposed to farmer cooperatives within Cambodia, is that the research for outside farmer cooperatives is more general and was done via the literature review, thus requiring a more general definition.

For the field research part of the study conducted in Cambodia, I used the definition of a farmer cooperative used by Cambodian Development Resource Institute (CDRI), Cambodia's leading independent development policy research institute: formal group; recognized by law and registered at the Provincial Department of Agricultural Extension; large group with more than 30 members; its main objective is economic benefit (Theng & Keo & Nou & Khiev & Sum, 2012). The reason for using a more specific definition of farmer cooperatives in Cambodia is the need identify entities that most represent the demographics found in Thngouer village, where the results of this research will be used to form a farmer cooperative in the next 3-5 years.

I define a successful farmer cooperative as an organization that has brought steady increases in household incomes to its members for at least five years. Five years of assisting members increase their household incomes in a very competitive and volatile agricultural sector is a good indicator that the farmer cooperatives we engage with are using successful processes and strategies for improving the financial situations of their members.

Results from this study are being used by Bareebo Organization (Bareebo), a local community development non-government organization (NGO) located in Banan village, Battambang province in rural northwestern Cambodia. Bareebo will assist villagers in Thngouer village to form their own agricultural cooperative in the coming few years. The results from this study will be used to create a farmer cooperative project plan by Bareebo and the people of Thngouer village. In addition to this, the results of this study will be useful for local leaders, non-

a key income generation strategy at both the national and local levels. Farmer cooperatives do not exist in a vacuum, however, as the social, historical, cultural, and environmental contexts in which they function impact the levels of success they achieve. In Cambodia, for example, the last 30 years of the 20th century saw genocide perpetrated on the Cambodian people by the Khmer Rouge (1975-1979). Nearly three decades of civil war led to a country bereft of basic infrastructure, a seriously traumatized populace, and poorly or non-functioning government institutions (Ear, 2013). As a consequence, one of Southeast Asia's rising economies in the 1960's became one of the least developed countries on earth today (United Nations, 2012). The steady economic development over the past decade in Cambodia has been mostly urban based, with limited improvements in living conditions and incomes in the rural areas (Brinkley, 2011). If community development practitioners, local and provincial leaders, and policy makers in Cambodia are to develop appropriate economic development and income generation programs that address alleviating the poverty of the rural poor, they will need access to rural Cambodian research addressing these issues.

Study Area

Battambang province, locally referred to as Cambodia's rice bowl as it is Cambodia's number one rice producer, is located in northwestern Cambodia, with borders with Thailand comprising the northern and western peripheries of the province. According to the National Committee for sub-National Democratic Development (NCCP) (2010), a government body implementing government decentralization policies, 80.68% of Battambang province's 218,843 families engage in agriculture for their primary source of income. In the rural districts outside of the provincial capital city Battambang, where the field work will take place and where Thngoeur village is located, the percentage of families engaged in agriculture is closer to 90% (NCCP, 2010). The Rural Poverty Portal (2010), an organization specializing in the global rural poor that is funded by the United Nations agency International Fund for Agricultural Development, reports that annual per capital income in rural Cambodia is \$750 USD, with poverty being more severe in districts bordering Thailand.

The two cooperatives being studied, to be referred to as Cooperative A and Cooperative B for the remainder of this paper, are located in Battambang province. In order to protect the anonymity of the participants' in the study, however, further information regarding the locations of Cooperative A and B will not be disclosed.

CHAPTER 3: LITERATURE REVIEW

Farmer cooperatives spawn economic development in developing countries (Banerjee & Duflo, 2012; Bernard & Spielman, 2009; Hellin & Meijer, 2009; Ito & Bao, 2012; Prahalad, 2010; Simmons & Birchall, 2009; World Bank, 2001). How and to what extent farmer cooperatives achieve increase in members' income, however, is directly related to their cultural, political, physical and economic geography, as these are the biological and social attributes that make up any agricultural enterprise (Potter, Binns, Elliot & Smith, 2004). However, there are barriers and challenges keeping many farmer cooperatives from achieving even greater impact, according to the World Bank, such as the "building of balanced technical, economic, and political partnerships" (2001, p.4). In Cambodia, where more than 80% of the population lives in rural areas and engages in agricultural activities for income generation, farmer cooperatives can be a key economic development tool for both government and civil society actors (UNDP, 2012). With steady economic development over the past 10 years, improvements in infrastructure, and the highest levels of social stability in 40 years, Cambodia's rural population is poised to break out of the endemic poverty that has plagued it for decades. If this is to happen, however, Cambodia will need to capitalize on its massive reserve of untapped or little-tapped human, natural, and social capitals, and increase levels of financial, cultural, political, and built capitals, as they are the ingredients to economic development (Flora, C., & Flora, J., 2008). Because, as De Soto (2000) writes, "[c]apital, like energy, is also a dormant value. Bringing it to life requires us to go beyond *looking* at our assets as they are to actively *thinking* about them as they could be" (p.45).

Farmer Cooperatives and Income Generation

In their paper, The role of co-operatives in poverty reduction: Network perspectives, Simmons and Birchall (2008) give a brief history of the cooperative and outline their reasons

why they think that cooperatives help to reduce poverty. They show how cooperatives helped to bring people out of poverty in 19th and 20th century Western Europe and North America and how cooperatives were ineffectually used as development strategies by nationalistic governments in the developing world from the 1950's onward (2008). But over the past twenty years "macro-economic policies creating real markets, and legal reforms giving real autonomy, have enabled cooperatives to realize some of their latent potential, and they have been shown to be capable of reaching the very poorest, particularly when used as a vehicle for poverty reduction by NGOs using participatory development methods" (Simmons & Birchall, 2008, p. 2132). While there are still despots and corrupt governments ruling countries in the developing (and developed) world, the general improvements in democratic processes and legal systems in developing countries has opened the door for more democratic economic development programs, like the farmer cooperative.

One of the primary reasons farmer organizations are formed is to improve the economic situation of their members (Novkovic, 2008). Simmons and Birchall (2008) give six arguments that outline their thinking on how cooperative can alleviate poverty (listed below in Table 1).

Table 1: Six Arguments for How Cooperatives Help Alleviate Poverty

Argument Number	Summary of Argument
Argument 1	Co-operative values and principles provide built-in advantages for poverty reduction
Argument 2	The history of co-operatives in developed countries shows great achievements in poverty reduction
Argument 3	Even though there have been failures in co-operatives in developing countries, these do not indicate weaknesses in the co-operative model
Argument 4	The essential nature of the co-operative form of organisation is now much clearer
Argument 5	Participatory development and co-operative development share the same underlying principles
Argument 6	The UN's Millennium Development Goals and the poverty reduction strategy of the World Bank need co-operative development if they are to succeed

The values and principles of cooperatives, as outlined by the ICA (see Appendix XI, p.89), while not universally applicable across social and cultural lines, are still excellent guidelines for farmer cooperatives seeking to improve the economic situations of their members, while also helping to spawn more inclusive and democratic community development. In sum, cooperatives “are designed to be ‘ethical businesses’, and so have advantages over other types of business organisation” (Simmons & Birchall, 2008, p. 2132), when viewed in the community development context.

In Vietnam, farmer cooperatives are filling the growing niche market of producing and packaging high quality agricultural products for the growing supermarket trade, while bringing economic gains to their members (Moustier et al., 2010). In this context, Moustier et al. (2010) wanted to know whether “farmer organizations have adapted as a result of supermarket development in Vietnam and have proven successful in facilitating small-scale farmer access to more profitable market opportunities” (p.70). They hypothesized that “participation in organizations supplying supermarkets results in higher prices and higher profits for farmers (per kilo and per farmer)” (2010, p.70).

Moustier et al. (2010) go on to show that economic benefits were greater for farmer cooperative members than non-members. In addition to this, members said an additional advantage of selling the vast majority of their produce through cooperative contracts to supermarkets was “the greater degree of stability both of the quantities demanded on a weekly basis and of the product prices compared to traditional commodity chains” (Moustier et al., p.76). In relation to high quality products being better suited towards farmer cooperatives, research by Hellin, Lundy, and Meijer (2009) in Meso-America has suggested that the benefits of farmer organization for market access are more evident in the vegetable sector, characterized by high transaction costs. There is less incentive for farmers producing an undifferentiated commodity such as maize to organize, as the transaction costs associated with market access are relatively low (Hellin, Lundy, and Meijer, 2009).

Moustier et al. cite four primary reasons why the farmer cooperatives are able to garner higher prices for their goods and services:

1. The “centralization of marketing operations, with economies of scale in terms of quantities collected, contacts and negotiations with purchasers as well as investment in a common operator with adequate skills and time devoted into marketing tasks” (p.74).
2. It “enables the farmer members to have access to training in terms of quality improvement” (p.74).
3. The “joint investments by members of farmer organizations in the areas of quality development, labeling and certification. These investments are necessary to satisfy the quality requirements of supermarkets” (p.74).
4. “Finally, farmer organizations have a bank account and can issue invoices, which is necessary for transactions with supermarkets” (p.74).

Successful farmer cooperatives are far more than groups of farmers collectively selling their produce; they are well-structured organizations that provide a range of goods and services, both to their customers and to their members.

When investigating the economic impact that farmer cooperatives were having on their respective members in Tanzania and Sri Lanka, Simmons and Birchall found that 100% of members interviewed from Tanzania’s farmer cooperatives thought their incomes have increased through their participation in farmer cooperatives, and 70% of their counterparts in Sri Lanka reported the same (2009). In the same study, 71% of managers of farmer cooperatives in Tanzania and 92% in Sri Lanka said that they felt they could do more to increase the incomes of their members but in order to do they needed to “scale up the business through both expansion and diversification” (2009, p.50).

A 2009 study conducted by Bernard and Spielman in Ethiopia asked whether or not the rural poor were directly benefitting from a farmer cooperation program supported by the Ethiopian government. Results showed a positive economic impact on members of most farmer cooperatives (2009). That said, it was also found that most of the grain cooperatives were excluding the poorest of the poor from membership, and that nearly all the farmer cooperatives studied excluded the poorest of the poor from leadership roles and in the decision making process (2009). Dasgupta and Beard found similar results in Indonesia, where the poor and vulnerable were being denied membership in some farmer cooperatives (2007). Stories like these lead the reader to contemplate the knowledge, skills and experience that the implementing agencies in these studies had in regards to participant training and recruitment. If a successful farmer cooperative is to be created in Thngoeur village, Bareebo will need to increase its

organizational capacity to ensure that the pitfalls encountered by other implementing organizations are avoided, such as excluding potential members because of low income levels or other socio-economic reasons.

Barriers and Constraints to Farmer Cooperatives Becoming Successful

Hellin et al. (2009) linked the shaky performance of many of the Meso-America farmer cooperatives to the fact that “very few of the development organizations that facilitated the establishment of farmer organizations had a clear understanding of the costs and margins along the value chain” (p.20). Realizing that most implementing organizations understand the basic principles of farmer cooperatives as development tools to alleviate rural poverty in the developing world, Hellin et al. (2009) still felt that the following attributes were too often overlooked or not considered at all by many implementing organizations:

1. The most appropriate types of organization (p.17).
2. Whether organization makes less or more sense in the case of producers of an undifferentiated commodity or a higher value product (p.17).
3. Whether the public or private sector is best placed to support farmer organizations (p.17).
4. The conditions necessary for ensuring their economic viability (p.17).

The literature suggests, however, that primarily in the developing world there are common problems hampering the efforts of many farmer cooperatives to succeed. Poor management (Ahn & Brada & Mendez, 2012; Climent & Apetrei & Chaves, 2012, among others), financial capital constraints (AsiaDHRRA & Agriterra, 2002; Hellin et al., 2009, among others), limited ability to access markets (Simmons & Birchall, 2009; Theng et al., 2012, among others), issues with low leadership abilities (Ortman & King, 2007; Saunders & Bromwich, 2012, among others), lack of trust (Hellin et al., 2009; Zheng et al., 2011, among others), the need to increase external partnerships (World Bank, 2001; Zheng et al., 2011, among others), and the lack of technical training for members (Ortman & King, 2007; World Bank, 2001, among others), to name the most common issues facing farmer cooperatives.

Table 2 below shows the most common problems facing farmer cooperatives and how these problems relate to community capitals.

Table 2: Most Common Issues Facing Farmer Cooperatives

Issue/Problem	Percentage of Papers Expressing Issue/Problem as Hindrance to Farmer Cooperative Success	Relation to Community Capitals
Poor Management	73%	Lack of Human Capital
Financial Constraints	67%	Lack of Financial Capital
Lack of Access to Markets	53%	Lack of Built & Human Capitals
Low Leadership Capacity	47%	Lack of Human Capital
Lack of Trust	33%	Lack of Social Capital
Insufficient External Partnerships	33%	Lack of Social & Political Capitals
Lack of Technical Training	33%	Lack of Human Capital
Limited Access to Information	27%	Lack of Built Capital
Lack of Political Will	27%	Lack of Political Capital

The papers that provide the data for this table are marked with an asterisk (*) in the reference section

Poor management mostly refers to the inability of farmer cooperative management to meet common business challenges, low strategic and long term planning capacity, poor member relations, limited understanding of market dynamics, and general accounting and administrative abilities. The most common reason cited for the low levels of management capacity in farmer cooperatives in the developing world is a dearth of experience and formal training in business, accounting, marketing and administration. However, some larger cooperatives, according to Chaddad and Iliopoulos (2013), hire professional managers to run their cooperatives, and these managers are not members of the respective cooperatives they work for but bring higher levels of experience and professionalism to their respective farmer cooperatives.

Many farmer cooperatives have troubles accessing the financial capital they need, either because of donor funds are inadequate or short term, difficulties in acquiring loans, government subsidies running dry, and limited money coming in from members and profits.

Limited access to markets in farmer cooperatives in the developing world is a particularly big issue. There are infrastructure problems (roads, electricity, rail systems), issues with the low capacity of management, social and political instability, and markets being dominated by powerful middlemen.

The inability of leaders to move their organizations in an upward direction was also a key concern. Some of the most common leadership issues are the inability to garner trust among cooperative members, not having a cohesive growth strategy, not understanding the complicated natures of markets and cooperatives, and elite capture, which often left the poorest outside of the decision making process.

In addition to the more technical and social issues facing farmer cooperatives, more attention needs to be paid to recent political histories of Southeast and Pacific Asia where communist governments in Cambodia and China used “cooperative” ideology to impose draconian social programs in the 1960’s and 70’s that cost millions of lives. In Cambodia, for example, where the communist Khmer Rouge Regime (1975-79) was known as the “organization” and all living and working spaces were referred to as “cooperatives” (Brinkley, 2011). To this day Cambodians are wary of the word “cooperative”, and most farmer groups are known as associations or community-based organizations. Additionally, in a post-genocidal society like Cambodia, where ethnic Khmers were responsible for the deaths of over two million other ethnic Khmers (Brinkley, 2011), building enough trust—the cornerstone of any farmer cooperative— amongst villagers and leaders, villagers and outsiders, and amongst villagers themselves, is a daunting task that takes time and patience.

Summing Up

As the above discussion reveals, there is ample documentation showing that farmer cooperatives can improve the economic situation of their members, and that there are many barriers and constraints keeping farmer cooperatives from reaching their full potential. Where the

literature comes up short is in the lack of discussion of what the key factors are that make some farmer cooperatives succeed. This study will address that question.

CHAPTER 4: METHODS

Prologue

The primary objective of this study is to identify success factors that lead some farmer cooperatives in Cambodia to raise the incomes of their members, by answering the following research question: what makes farmer cooperatives in Cambodia successful and their farmer members prosperous? The study employed both quantitative and qualitative approaches, which are described in more detail in the sections below. Included in the sections are a description of the sample, the unit of analysis, measurement techniques used, the analytic strategy, and an analytic summation.

Description of Sample

In order to answer the research question described above, field research in a similar economic zone as Thngoeur village, Battambang province, Cambodia, is being carried out. For the purpose of this study, the economic zone of Battambang is defined as an area where the primary markets for farmer cooperatives' products are either the provincial capital city Battambang and/or cross-border trade with Thailand. In this context, my study population consists of members and management teams of farmer Cooperatives A and B in Battambang province, Cambodia, where Thngoeur village is located.

Study Population

There are currently 240 farmer cooperatives in Cambodia's 24 provinces, with a total of 45 farmer cooperatives in Battambang province (Theng et al., 2012, p.10). Farmer Cooperatives A and B in Battambang province are being studied. Given the limited financial and human resources available and the short time period for the study, taking on a larger study population is not prudent. Cooperative A has 166 members living in seven different villages, with an eight person management team. Cooperative B has 131 members living in seven different villages, with an eight person management team. Within each of the two farmer cooperatives studied, two

members of each cooperative management team and three cooperative members are being interviewed.

Sampling Frame

Determining the sample involved two steps. The first was the decision to study two farmer cooperatives based on said two farmer cooperatives meeting the above mentioned definitions of a Cambodian farmer cooperative and a successful farmer cooperative.

The second step involved identifying the total number of managers and regular members in each farmer cooperative for the study using member lists and/or organizational structures. For farmer cooperative management teams, I am interviewing two managers from each cooperative. The reason for seeking so few management team members is their relative small numbers as a whole within most farmer cooperatives, when compared to regular farmer cooperative members. Again, due to resource constraints, three regular members of each farmer cooperative are being interviewed.

Sampling Technique

Contact information for managers and members is being obtained from the international NGO (INGO) that helped form the cooperatives. For management team members, direct communications via telephones is being used to setup a time for the interviews. Managers are contacted via phone, after she/he had the basics of the study explained to her/him by a member their board of directors. Once she/he has a basic understanding of the study, she/he will have the study explained in more detail by someone from the research team, and then asked if she/he understands the study and if he/she wishes to be a part of the study. Informed consent forms are being presented to and read by all participants at the interview site prior to any questions being asked. For those participants that cannot read, a trusted family member or friend will be found to read all required materials. Once the informed consent forms are signed, the interviews begin. For regular cooperative members, a date and time is being arranged by their respective cooperative leaders for the interviews to take place. The same informed consent process that was described above for the managers is being used for cooperative members.

In total, ten interviews are being conducted, with four cooperative managers and six cooperative members being interviewed.

Measurements

Unit of Analysis

The unity of analysis for this study is the economic/social entities of successful farmer cooperatives in Cambodia. Concepts that have a bearing on the level of success of farmer cooperatives are: quality and types of services provided to their members and organizational processes and structures that enabled farmer cooperatives to increase the annual incomes of their members. I am using a focused interview method for obtaining information from farmer cooperative management teams and regular members in order to better understand their perceptions and experiences with their respective farmer cooperatives.

Using appreciative inquiry and focused interviewing methods, the following areas of interest are being explored:

Regular Members

1. Quality and types of services provided by farmer cooperative to its members

What types of services is the farmer cooperative providing its members? Who decided what services would be provided? What services are most popular with members? What services does interviewee think has the biggest impact on members' annual incomes? What services would be best for a new farmer cooperative to focus on? What service could their farmer cooperative make even better? Where did different stakeholders within the farmer cooperative gain the knowledge and skills required to provide services of their respective farmer cooperatives? Does their farmer cooperative plan on expanding the number of services in the future? If yes, what services does the member feel would be most beneficial for increasing the income of members?

2. The organizational processes and structures that enabled farmer cooperatives to increase the annual incomes of their members.

How did the member hear about the farmer cooperative? What are members' roles and responsibilities? Are they actively involved with their farmer cooperative? How do members help to make the farmer cooperative successful? How could members be even more effective?

What are the mechanisms for communicating with management? Does management give financial reports to members? What information does management provide members about their cooperatives? How can the management be even more effective at creating opportunities for increasing member incomes? What do they think is the key for making and sustaining a successful farmer cooperative? Has your farmer cooperative received outside assistance? If yes, to what extent and for how long? Do they have any advice for new farmer cooperatives?

Management

1. Quality and types of services provided by farmer cooperative to its members

What types of services is the farmer cooperative providing its members? Who decided what services would be provided? What services are most popular with members? What services have the biggest impact on members' annual incomes? What services would be best for a new farmer cooperative to focus on? What service could their farmer cooperative make even better? Where did different stakeholders within the farmer cooperative gain the knowledge and skills required to provide services of their respective farmer cooperatives? Does their farmer cooperative plan on expanding the number of services in the future? If yes, what services? What management services are the keys to helping the farmer cooperative succeed?

2. The organizational processes and structures that enabled farmer cooperatives to increase the annual incomes of their members.

How was the management selected? What are management's (for appropriate manager being interviewed) roles and responsibilities? Are they actively involved with their farmer cooperative? What is the most important part of the management's job that helps to make their farmer cooperative successful? How could management be even more effective? What are the mechanisms for communicating with board of directors? What are the mechanisms for communicating with members? Have managers received any leadership training? What do they think is the key for making and sustaining a successful farmer cooperative? In what areas of the farmer cooperative would they like to make even stronger?

The reason for the qualitative measurements is to determine what farmer cooperative activities that members and the management teams feel are the keys to the cooperatives' success

and to bringing income levels up for their members, and what organizational processes and structures help to facilitate the delivery of services to farmer cooperative members.

In very specific terms, the results from this study can be generalized only to provinces in rural Cambodia that border Thailand, due to the focus on farmer cooperatives in that economic zone. In a broader context, however, findings from this study can benefit policy makers and community development practitioners at the national level, as more than 80% of Cambodians live in rural areas and 90% of these people engage in agriculture as their primary economic activity, with most engaged in similar market dynamics as the study area (Hughes & Un, 2011). The research can also be added to the broader literature on income generation and farmer cooperatives in the developing world, and add a much needed Cambodian component to this already rich body of literature.

Analytic Strategy

Doing a pre-experimental design study in the form of two case studies using a focused interview method will answer my research question. While this study design is weak on both internal and external validity, it can be used as a stepping stone to further, more in-depth research at a later time (Nachmias & Nachmias, 2008). Additionally, the use of a three person field work team (see below) reduces the level of consistency when conducting the interviews, thus adding a level of spuriousness to the study. The inconsistency comes from having three different people conducting interviews, taking notes, and interacting with the interviewees, which brings a higher level of spuriousness into the process, more so than if a single interviewer were conducting the interviews.

The study consists of ten steps:

1. Getting permission to conduct research from village leaders from each village in the study area.
2. Meeting with my research team to explain the fundamentals of the study and the processes to be used to gather information.
3. Creating the questions for the questionnaires with the research team.
4. Training the research team to ask the questions and record the answers appropriately.
5. Pretest questions
6. Making a data collection plan.
7. Collecting Data.
8. Entering and arranging the data.

9. Analyzing data.
10. Writing a report.

Figure 2 below gives a summary view of the study steps.



Figure 2: Ten Steps for Completing a Successful Study

Step 1

Obtaining official permission by each village leader for all villages included in the study area.

Step 2

Bareebo Organization (Bareebo), the local Cambodian community development non-governmental organization (NGO) that I work for, is my research partner. In order for the study to be carried out at the highest possible level, the three person interview team needs to be clear about the stated purpose of the study, understand the ethical issues regarding academic research, and be made aware of their roles and responsibilities in regards to the study (see Step 4 below).

Step 3

Along with my research team, who has a vast amount of community development and interviewing experience, I am creating two questionnaires, one for the management teams and one for regular cooperative members. Both factual and subjective questions are included in the

questionnaires. Factual questions are used to gather objective information regarding respondents' experiences with their farmer cooperatives, such as annual household income and the number of years involved with their farmer cooperative, for example. Subjective questions focus on respondents' feelings, opinions, attitudes and general perceptions of their relationship with their farmer cooperative, using both appreciative inquiry and standard interviewing methods. Being that there are two separate questionnaires for the study and there are no sub-groups in the study, there are no contingency questions required. There are both open-ended and closed-ended questions. The questionnaires employ rating, matrix, and ranking formatted questions, using coded numbers whenever possible to simplify the data entry and organization process.

Step 4

The study team is given information on the overall objectives of the study, given a full-day training on Human Subjects Research Ethics, using both the English and Khmer versions of the Johns Hopkins Bloomberg School of Public Health Human Subjects Research Ethics Field Training Guide, and being made clear of their roles and responsibilities in regards to collecting information for this study.

Step 5

Once the first draft questionnaires are created, practice interviews are being taken in Bareebo's target area in Komong Kahl Village, Banan district, Battambang province. The practice interviews are to identify, find and fix problems with the standard and appreciative inquiry questionnaires.

Step 6

A clear plan for conducting interviews is being formulated. Along with the research team, I am making a logistical framework detailing the process and timeline for conducting the interviews, as well as any barriers and constraints that may hamper the process. The very act of creating a logistical framework collectively helps to insure that all interviewers understood the process clearly. The logistical framework is being printed and given to each team member.

Step 7

Two of the interviewers are responsible for interviewing a total of three members from both cooperatives. One interviewer is responsible for interviewing the two managers from each cooperative.

Step 8

Using the questionnaires, notes from interviewers, and my notebook, I organize and enter the data into Excel spreadsheets.

Step 9

Using the data obtained from the questionnaires, I analyze the data. Both qualitative and quantitative methods are employed during the data analysis process. The community capitals framework is used as an analysis tool.

Step 10

I produce a full report/creative component using the standard formatting of introduction, literature review, methodology, findings, and discussion and conclusions. The report will be translated into Khmer, the primary language used in Cambodia, and then distributed to all stakeholders in the project.

Analytic Summation

A pre-experimental design study in the form of two case studies using a focused interview method is being used to answer the following research question: *What makes farmer cooperatives in Cambodia successful and their farmer members prosperous?* The study population is management teams and farmers in Cambodia that belong to farmer cooperatives. The field work is being conducted in Battambang province, as it shares similar agricultural market dynamics as Thngoeur village, in order to ascertain how successful farmer cooperatives are increasing incomes for their members in similar market conditions. A local NGO is helping with the field research. Three research team members from the local NGO are assisting in making the questionnaires using multiple question types and formats, and in conducting the interviews for the study. I organize and enter all the data using the questionnaires and notes. A

full quantitative report is written in English and will be translated into Khmer, with the Khmer version being given all stakeholders.

CHAPTER 5: USE OF STUDY IN RELATION TO COMMUNITY DEVELOPMENT THEORY AND PRACTICE

Theory

The Community Capitals Framework (CCF), according to Nachmias & Nachmias definitions of theory (2008), resides in the *conceptual framework* category of theory. Nachmias & Nachmias (2008) further elucidate that in a conceptual framework “descriptive categories are systematically placed in a broad structure of explicit propositions—statements of relationships between two or more empirical properties—which are to be accepted or rejected” (p.35). Whereas Emery and Flora (2006) define CCF as offering “a way to analyze community and economic development efforts from a systems perspective by identifying the assets in each capital (stock), the types of capital invested (flow), the interaction among the capitals, and the resulting impacts across capitals” (p.20). The CCF thus offers a way of identifying individual capitals within a given environment, farmer cooperatives in the case of this study, while at the same time recognizing the interrelated and dynamic nature of all community capitals and their intricate relationship with and between one another (see Figure 3, p.21).

Figure 3 is a representation of a theoretical community existing in equilibrium: the correct amount of and interplay between capitals results in an environmentally, economically, and in socially balanced community. Applying CCF to the two farmer cooperatives being investigated for this study makes sense.

The two farmer cooperatives are comprised of communities of people that have an elected governing body (political capital), laws and policies that were created by and that are enforced by cooperative members (political and social capitals), a collective interest in the success of the cooperatives (social capital), exist in the same natural and cultural environments (natural and cultural capitals), rely upon the same infrastructure (built capital), and are engaged in a collective business endeavor that requires human knowledge and skills (human capital), as well as financial resources (financial capital) in order to succeed.

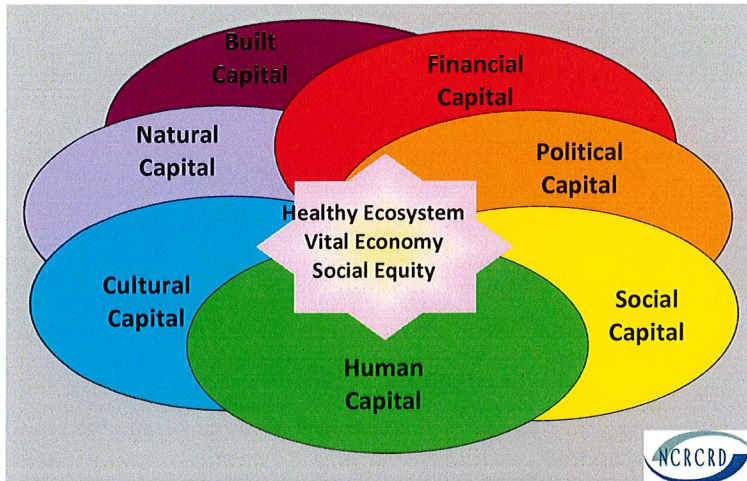


Figure 3: Community Capitals Framework. (Source: Fey, Bregendahl & Flora (2006). The Measurement of Community Capitals through Research: A Study Conducted for the Claude Worthington Benedum Foundation by the North Central Regional Center for Rural Development. The Online Journal of Research and Policy, 1, 1-28.)

The study being proposed in this paper offers a unique opportunity using the CCF to analyze the success factors of two farmer cooperatives in rural Cambodia. Using the brief definitions of each of the seven community capitals below as tools of categorization and analysis, the services and the organizational structures and processes of two farmer cooperatives are being considered from both organizational and community development perspectives.

Flora and Flora (2008) define community capitals as such:

1. Social Capital includes the networks, norms of reciprocity, and mutual trust that exist among and within groups and communities (p.18).
2. Human Capital is the skills and abilities of each individual within a community (p.18).
3. Financial Capital consists of money that is used for investment rather than consumption (p.18).
4. Natural Capital is the base on which all other capitals depend. It is the landscape, climate, air, water, soil, and biodiversity of both plants and animals (p.17).
5. Built Capital is the infrastructure that supports other community capitals: factories, schools, roads, restored habitat, community centers, and the like (p.19).
6. Cultural Capital includes values and approaches to life that have both economic and noneconomic implications (p.18).

7. Political capital is the ability of a group to influence the standards of the market, state, or civil society; the codification of those standards in laws and contracts; and the enforcement of those standards (p.18).

One of the important aspects of farmer cooperatives is the collective nature of the enterprises. In order for these enterprises to succeed, people have to work together. As discussed in the background section of this paper, the last 30 years of the 20th century saw Cambodia go through constant civil war and genocide; genocide committed by the Cambodian people against the Cambodian people. In this context, levels of trust and reciprocity are extremely low in Cambodia, two features that are crucial to forming and maintaining successful farmer cooperatives. Often, when new knowledge or technology is gained by an individual or a family that increases their economic and/or social standing, for example, this information will not be shared with others outside the family unit, according to Mr. Sorn Soknay, former National Coordinator of Sustainable Cambodia, a community development INGO working in Pursat province, Cambodia (Personal communication, June 3rd, 2009). This is a result, in part, from the social fragmentation created during the four years of rule and the genocide of the Khmer Rouge regimes, where long standing egalitarian social networks were shattered when community members were forced to either kill other community members (and sometimes family members) or be killed themselves (Ebihara, Ledgerwood, & Mortland, 1994). One of the outcomes of this was a profound loss of trust between individuals and, in some cases, family members (Ebihara, Ledgerwood, & Mortland, 1994).¹

In this context, how was the social capital needed to make the two researched farmer cooperatives' succeed built? Was it through the collective action nature of the enterprises and the need to work together to increase financial capital? Was social capital built through the sharing of ideas and knowledge between members to help the cooperatives increase the human capital needed for the cooperatives to succeed? Were reciprocal farming strategies adopted by using and increasing natural capital to help these cooperatives succeed, thus adding stocks of social capital and rebuilding destroyed cultural capital? Did bridging social capital help to bring success to the

¹ Parts of this paragraph were pulled from, "Community Change in Sthanny Village, Cambodia," a paper written in 2009 by the author

cooperatives by augmenting political capital? Did collectively creating built capital play a part in building the social capital required for a collective enterprise to succeed?

The CCF is uniquely suited to answer the questions posited and to tie together the multiple intricacies they entail. In so doing, the research question postulated at the beginning of this paper will be answered. The CCF, as Emery and Flora (2006) point out, “offers a new viewpoint from which to analyze holistic community changes. The framework encourages us to think systemically about strategies and projects, thus offering insights into additional indicators of success” (p.33).

Practice

As stated numerous times throughout this paper, results from this study will be used by Bareebo Organization (Bareebo), the people of Thngoeur village, Cambodia, and other interested parties to help inform the decision making and planning processes of assisting the people of Thngoeur village to form a farmer cooperative in the coming years. Moreover, using the CCF as an analysis tool will further the effectiveness of the study as an instrument for planning and forming the farmer cooperative in Thngoeur village, as Bareebo used the CCF while designing its community development program and continues to use the CCF to monitor and adapt its community development program to the ever changing social environments that it works in.

The English translation of Bareebo Organization’s name is Enough: Water, Food, Ability. Enough water for domestic uses and for growing food; enough food for home consumption; and. enough ability to synergize these community capitals to improve the overall quality of life within a given community.

Bareebo’s (2014) vision is:

To create a water and food systems development model that ensures that every rural Cambodian family has the ability to provide themselves with year-round access to healthy water for drinking and cooking and ample water for growing food both for home consumption and income generation (p.7).

Having community members, if they so desire, form, manage and grow a successful farmer cooperative using all of the increased and synergized community capitals is the final goal

of Bareebo's development program. However, the process for getting to the point where a community has the capacity to start, run and sustain its own farmer cooperative involves years of listening to and learning from one another. It also involves being part of a slow community development process that focuses on building on existing community capitals to improve the balance of overall stocks and flows of scarce or de-capitalized community capitals so that communities develop in a manner that is in-line with their respective and evolving places in the world (see Figure 4, p.24).



Figure 4: Bareebo's Theory of Change. (Source: Bareebo Organization (2014). Bareebo Organization Strategic Plan 2015-2017 (p.9).)

In its 2015-2017 Strategic Plan, Bareebo (2014) sums up its community development program in the following way:

Helping to nurture an environment of trust is a key element of any community development program in Cambodia, so when Bareebo works in a new village the first priority is forming SHGs (Self-Help Groups). SHGs are groups of 10-25 people that choose to go through Bareebo's development program as a group. It is through these SHGs that increasing levels of water and food security are achieved, and where community development and money management training is carried out. As levels of water and food security increase, and

relationships built on trust are created within communities, Bareebo begins to shift resources towards economic development. The economic development program is directly connected to the success of Bareebo's initial CD projects: capacity building in community development and money management; improved water retention and treatment capacities; and increased food production systems (p.10).

Bareebo's community development projects all have short-term and long-term goals. For example, short-term goals of a shallow pump well project are to increase water security, save time in water collection activities, decrease water borne illnesses, and improve abilities to collectively manage water sources (wells are used by multiple households), to name but a few. Long term goals include building up aggregated stocks of water supplies within a community and using these water stocks for year-round small-scale agricultural production both for consumption and for market. Table 3 below outlines Bareebo's community development projects in relation to community capitals.

Table 3: Community Development Projects: Community Capitals and Project Goals

Project	Related Capitals	Project Goals
Self -Help Groups	Social	Build social capital
	Human	Build human capital
	Cultural	Re-build cultural capital
	Political	Build political capital
Money Saving/Borrowing	Social	Increase access to micro-credit
	Human	Reduce indebtedness to outside sources
	Financial	Increase money management skills
	Political	Build all named capitals
Biological-Sand Water Filters	Social	Improved health
	Human	Increased knowledge about water and health
	Financial	Save money in medical expenses
	Natural	Build all named capitals
Rainwater Harvesting	Social	Improved health
	Human	Save time in water collecting activities
	Cultural	Increased knowledge about water and health
	Natural	Diversify water resources in communities
	Built	Build all named capitals
	Social	Improved health
Shallow-Pump Wells	Human	Save time in water collecting activities
	Natural	Increased knowledge about water and health

Table continued

	Built	Year-round water sources for producing food for home use and market
		Build all named capitals
Composting Latrines	Social	Improved health
	Human	Increased knowledge about sanitation and hygiene
	Natural	Produce compost
	Built	Build all named capitals
Organic Home Gardens	Social	Increase food security
	Human	Income generation
	Natural	Build all named capitals
	Cultural	
Community Owned Agricultural Inputs Shop	Financial	
	Social	Improve management and administration skills
	Human	Income generation
	Natural	Decrease indebtedness to outside agricultural input suppliers
	Cultural	Build all named capitals
	Financial	
Community Owned Lending Bank	Political	
	Built	
	Social	Increase access to safe micro-loans
	Human	Decrease indebtedness to outside money lenders, both formal and informal
Farmer Cooperative (not yet formed)	Financial	Improve money management skills
	Political	Build all named capitals
	Social	To use all of the community capitals developed over the span of years to make a successful farmer cooperative
	Human	Income generation
	Natural	Build all named capitals
	Cultural	
	Financial	
	Political	
	Built	

As Table 3 shows, all of Bareebo's community development projects include social and human capital development. This is due primarily to the fact that all SHGs go through Bareebo's community development program collectively with their respective members and all of Bareebo's community development projects come with extensive capacity building and technical training. Cultural capital is also rebuilt primarily through the building of social and human capitals via the exchange of skills and knowledge between SHG members and SHGs, and with increasing levels of reciprocal labor sharing in agricultural production. Using natural capital is

also prominent, as Bareebo works in rural communities where the vast majority of the population engages in agriculture as their primary livelihood strategy and because lack of clean water and available year-round water sources have been identified as crucial issues facing all the communities Bareebo works with. Built capital is primarily found in water collection, storage, and extraction projects. Political capital is found in the election of SHG and project committee leaders, and the subsequent collective creating of by-laws and project policies. Finally, forming a farmer cooperative, which the people of Thngoeur village have already mentioned they are interested in learning about, will bring together all of the community capitals built and intertwined over the years in the form of a collective business enterprise meant to increase financial capital.

Bareebo (2014) summarized its community development program in its 2015-2017 Strategic Plan as such:

Phase I: New villages (1-3 years): Majority of time and resources go towards SHG formation, improving water and food security, and capacity building; new, mid and old villages will work with and learn from each other (p. 11).

- Phase II: Mid-level villages (3-5 years): Villages begin process of increasing training and projects that relate to income generation, using the water and agriculture infrastructure and community development training from phase I of Bareebo work (p.11).

- Phase III: Older villages (5-8 years) implement income generation projects, using increased capacity, SHGs and infrastructure to make Farmer Cooperative (p.11).

As of all of the information presented in this section shows, Bareebo's vision, theory of change, development program, and long term goals are directly related to the concept of The Community Capitals Framework. This, in turn, makes the results from this study more relevant to Bareebo's ultimate community development goal, that being forming a farmer cooperative by using the accumulated, integrated, and synergized community capitals.

Finally, the results from this paper, using the CCF as a categorizing and analysis tool, will synchronize well with Bareebo's planned organizational evaluation using the CCF in 2015. In relation to forming a farmer cooperative in Thngoeur village, Bareebo will conduct a full

community development program evaluation using the CCF and an analysis of community capitals in Thngoeur village using the CCF. By comparing and analyzing between this study, the community development program evaluation, and community capitals analysis in Thngoeur village, a clear vision of the capacities and possibilities at the organizational and village levels for forming a successful farmer cooperative will come into being.

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APPENDIX I: MANAGERS' APPRECIATIVE INQUIRY QUESTIONNAIRE ENGLISH

A. General Information

1. Identification

Interview Date	
Interviewer Name	
Questionnaire No.	
Province	Battambang
District	
Commune	
Village	
Respondent Name	
Respondent Age	

2. Respondent Sex

Male <input type="checkbox"/>	Female <input type="checkbox"/>
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B. Questions

1. Please share with me a story/example of how the cooperative has helped a farmer increase his/her income?

What was it about that situation that made your efforts successful?

2. When you think about the success your cooperative has had in helping farmers increase their incomes, what strategies or programs have been most useful?

What factors contribute to the success of these programs?

Why?

3. If your cooperative was able to help farmers increase their income even more, what would might that look like?
4. If your cooperative was able to reach more farmers, what would cooperative have to do differently?
5. What do you appreciate most about your cooperative's management team?

About its members?

In was ways do they most contribute to your cooperative's success?

6. What are the three most important goals for the future of your cooperative?

How can these goals be achieved?

7. How has the cooperative and management team improved over the years?
8. What is the most important factor that makes this cooperative successful?
9. Without being too humble, tell me about a time when you felt you really helped the members of this cooperative, which really helped this cooperative achieve success?

What were the important things that you did to get this success?

10. What are the management team's greatest strengths?

How could you better use these strengths to make this cooperative more successful?

កាក្បត់ប្រុង

- [illegible]

APPENDIX III: MEMBERS' APPRECIATIVE INQUIRY QUESTIONNAIRE ENGLISH

A. General Information

1. Identification

Interview Date	
Surveyor Name	
Questionnaire No.	
Province	
District	
Commune	
Village	
Respondent Name	
Respondent Age	

2. Respondent Sex

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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B. Questions

1. Please share with me a story/example of how the cooperative has helped you or another farmer increase his/her income?

What was it about that situation that made it successful?

2. I would like to know a little about who you are. What appeals to you about this cooperative

What makes you want to be a member of this cooperative?
3. As you think about being a member of this cooperative, what qualities or skills do you think its members have that make it so successful?

What about its management?
4. From your experience, what is the time when you felt the cooperative's managers best represented its members?

 - Why do you feel they were able to do this?
5. What positive activity is happening in your cooperative now that you would like to see more of?
6. What are your hopes and dreams for what your cooperative could offer its members in the future to make it more successful?

APPENDIX IV: MEMBERS' APPRECIATIVE INQUIRY QUESTIONNAIRE KHMER

ឆ្លៀតទឹកចិត្តក្នុងការស្វែងយល់ (AI) កម្មវិធីស្វែងយល់សមាជិកក្រុមគ្រួសារ ជាជាតិក្រសួងកសិកម្ម រុក្ខាប្រមាញ់ និងនេសាទ !

សមាជិក

1. សូមរំលឹកលើកជាមួយខ្ញុំខ្ញុំអ្វី/ ឧទាហរណ៍មួយដែលបានជួយអ្នក ឬសមាជិកក្រុមគ្រួសារក្នុងការដោះស្រាយបញ្ហាដែលបានកើតឡើង?
តើជាក់លាក់អ្វីដែលបានជួយអ្នកឬសមាជិកក្រុមគ្រួសារនោះ?
តើអ្វីទៅជាហេតុផលដែលបានជួយអ្នកឬសមាជិកក្រុមគ្រួសារនោះ?
2. ដើម្បីបញ្ចប់អ្វីមួយ ខ្ញុំចង់ដឹងបន្ថែមទៀតអំពីការងារដែលអ្នកបានធ្វើ។ តើអ្វីទៅជាហេតុផលដែលអ្នកបានធ្វើការងារនេះ?
តើអ្វីទៅជាហេតុផលដែលអ្នកបានធ្វើការងារនេះ?
3. ក្នុងពេលដែលអ្នកបានធ្វើការងារនេះ តើអ្នកបានឃើញអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើ? តើអ្វីទៅជាហេតុផលដែលអ្នកបានធ្វើការងារនេះ?
 - តើអ្នកបានឃើញអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើការងារនេះ?
4. បញ្ហាដែលបានកើតឡើងនឹងជួយអ្នក តើអ្នកបានឃើញអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើការងារនេះ?
 - តើអ្នកបានឃើញអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើការងារនេះ?
5. តើអ្នកបានឃើញអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើការងារនេះ?
តើអ្នកបានឃើញអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើការងារនេះ?
6. តើអ្វីទៅជាអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើការងារនេះ?
តើអ្វីទៅជាអ្វីដែលអ្នកសមាជិកក្រុមគ្រួសារបានធ្វើការងារនេះ?

APPENDIX V: MANAGERS' STRUCTURED INTERVIEW QUESTIONNAIRE ENGLISH

Management

a) General Information

1. What is the name of your cooperative?
2. Function in Cooperative?
1= Leader; 2= Secretary; 3=Cashier; 4= Group committee; 5=Member 6=Other (specify... ..) 7=Deputy leader
3. How was your cooperative established?
1= NGO (supporting agency); 2= government/local authority; 3= self-initiative; 4= don't know
4. When was your cooperative established? Month.....Year.....
5. Duration of membership.....years (at least 1 years)
6. How difficult was it to become a member?
1= Not difficult 2= Difficult 3= Very difficult
7. Could you tell us who mostly join cooperatives?
1= Poor 2= Middle 3= Rich?

b) Quality and types of services provided by farmer cooperative to its members

1. What are your cooperatives main services for members?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	

iv	
v	
vi	
vii	
1= Access to credit; 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training. 10= Storage/collection of produce; 11= Other (specify.....);	

2. Who decided what services the cooperative would provide to its members? (circle one)
 1= Cooperative BoD 2=Cooperative Management 3= Members 4= Collaborative (BoD, management, members)5= Outside Cooperative 6= Other (specify)

3. What do you think are the best services for helping to increase members' incomes?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
1= Access to credit; 2= Marketing of cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training. 10= Storage/collection of produce; 11= Other (specify.....);	

4. What services are most popular with members?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
1= Access to credit; 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training. 10= Storage/collection of produce; 11= Other (specify.....);	

5. What services do you think a new cooperative should focus on?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<i>1= Access to credit, 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training. 10= Storage/collection of produce; 11= Other (specify.....);</i>	

6. What services could their farmer cooperative make even better?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<i>1= Access to credit, 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training. 10= Storage/collection of produce; 11= Other (specify.....)</i>	

7. Does their farmer cooperative plan on expanding the number of services in the future?

1= Yes 2= No 3= Don't Know

8. If yes, what services is the cooperative planning on adding? (Write them down)

Why?

c) The organizational processes and structures that enabled farmer cooperatives to increase the annual incomes of their members.

1. How was the management selected? (circle one answer)
 1= One member, one vote 2= One share, one vote 3= BoD selected 4= Applied for job and hired (by whom?) 5= Other (specify)
2. What are management's (for appropriate manager being interviewed) roles and responsibilities?

Roles & responsibilities (1)	Code (2)	Level of importance (3) 1=not important; 2= somewhat important; 3=normal; 4=important; 5=very important
Attend meetings w/members	i	
Attend meetings w/BoD	ii	
Attend meetings w/management	iii	
Create and enforce by-laws/policies	iv	
Meet production quotas	v	
Share new information and agricultural techniques with members	vi	
Product research and development	vii	
Elect BoD	viii	
Hire other managers	ix	
Find markets for products	x	
Research and organize membership capacity building	xi	
Develop strategic plan	x	
Develop business plan	xi	
Develop cooperative budgets	xii	
Conduct organizational evaluations (either directly or through hiring outsiders)	xiii	
Work in coordination with government	xiv	
Work in coordination with other organizations (NGO, INGO, Cooperatives, Business, etc...)	xv	
Other (specify)	xvi	

3. Are they actively involved with their farmer cooperative? (circle one)
 1= not active 2= moderately active 3 = very active 4= extremely active
4. What are the four most important parts of the management's job that helps to make their farmer cooperative successful?

Priority of the activity (1)	Activity enter code below (2)
i	
ii	
iii	
iv	
v	

vi	
vii	
1= Maintain product quality standards of the cooperative, 2= Maintain crop scheduling ; 3= Attending meetings; 4= Sharing skills and knowledge; 5= Electing officials; 6= Recruiting new members; 7= Maintain good relations with members/BoD, 8= Finding markets for products ; 9= Showing strong leadership; 9= Agricultural technique training, 10= Effective planning (business, strategic, other); 11= Other (specify.....);	

5. What are the mechanisms for communicating with BoD? (circle appropriate amount of answers)
 1= Cooperative meetings 2= Phone 3= Direct house visits 4= During office hours at office 5= Don't know 6= Other (specify)
6. What are the mechanisms for communicating with members? (circle appropriate amount of answers)
 1= Cooperative meetings 2= Phone 3= Direct house visits 4= During office hours at office 5= Don't know 6= Other (specify)
7. Have managers received any leadership training? Y/N
8. If yes, what kind of training did you receive? (write down kind of training)
9. If no, what kind of training would you like to receive? (write down)
10. How could the management make their members trust them even more? (write answers here):
11. How can management give members a good feeling about the cooperatives finances? (write answers here):
12. If your cooperative began to lose members, how could you get them to come back and/or get new members to join? (write answer)
13. Are you satisfied with the benefits of your participation in the cooperative?

Benefit (1)	Level of Satisfaction				
	1	2	3	4	5
Compensation for work (salary)					
Level of capacity building training					
Improved social relations with community members					
Potential for professional development					
Other (specify)					
1=not satisfied; 2= somewhat satisfied; 3=normal; 4= satisfied; 5=very satisfied					

14. How do you find your teamwork in your village after joining your cooperative? (circle one)
 1= No improvement; 2= Somewhat improved; 3=Normal; 4= Improved; 5=Markedly improved
15. Capacity building (institution building)

Area of training	Code	Number of trainings received	If you haven't received it yet, do you want it?	How useful are courses to your cooperatives success? 5=very useful 4= useful 3=
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			<i>1=yes 2=no</i>	<i>normal 2= somewhat useful 1= not useful</i>
(1)	(2)	(3)	(4)	(5)
Leadership and skill development	i			
Record keeping	ii			
Saving mobilisation and credit access	iii			
Credit management	iv			
Planning	v			
Income generation activities	vi			
Marketing of agricultural products	vii			
Trust building	viii			
Other.....	ix			
Total				

16. Does management give financial reports to members? Y/

17. What information does management provide members about their cooperatives?

Priority of the information	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<i>1= Access to formal cooperative documents 2= Cooperative policies 3= Members rights 4= Members roles & responsibilities 5= Market information 6= Financial information 7= Strategic Plan 8= Other (specify)</i>	

18. How can the management be even more effective at creating opportunities for increasing member incomes?

Actions to further increase members incomes (1)	Level of effect in increasing incomes				
	1	2	3	4	5
Better marketing					
Better business planning					
Increase products (crops)					
Crop processing					
Contracts with supermarkets					

Contracts with hotels/tourism					
Increase membership					
More management capacity building					
More member capacity building					
Collective production					
Larger contracts for international trade					
Access to cheaper credit/loans					
Access to higher quality inputs (fertilizers, seeds, pesticides, etc...)					
More/improved communications with members					
Better enforce by-laws/policies					
Other (specify)					
<i>1=not effective; 2= somewhat effective; 3=normal; 4=effective; 5=very effective</i>					

19. Has your farmer cooperative received outside assistance? Y/N

20. If yes, what kind of assistance? (circle appropriate answers)

Priority of the assistance	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<i>1= Financial 2= Technical 3= Management/leadership training 4= Infrastructure building (storage, office, processing) 5= Advisory (NGO, INGO, Government, etc...) 6= Other (specify)</i>	

21. Has your cooperative had any financial difficulties? Y/N

22. If yes, how were these difficulties overcome? (circle appropriate answer)

1=Loan from bank 2= Loan from MFI 3= Loan from NGO 4= Grant 5= Increase in membership dues 6= Increase in % cooperative takes from sales 7= Other (please specify)

23. Does this cooperative have a strategic plan? Y/N

24. If yes, were members asked for their input? Y/N

25. Does the cooperative guarantee the quality of its products? Y/N

26. How does the cooperative bring its products to market? (circle appropriate answer)

1= Own delivery vehicle 2= Buyer picks up 3= Hire driver/vehicle 4= Other (please specify)

27. Based on your experience, if you could give one piece of advice to a new cooperative, what would it be?

APPENDIX VI: MANAGERS' STRUCTURED INTERVIEW QUESTIONNAIRE KHMER

ការប្រជុំប្រជុំ

a) ព័ត៌មានទូទៅ (ខ្ញុំនឹងមានសំណួរច្រើនស្របតាមក្រុងការសង្កេតឯកសារដែល ប៉ុន្តែខ្ញុំកំពុងស្នើសុំឱ្យអ្នកជ្រើសរើសសម្រាប់ការសម្ភាសន៍សម្រាប់ការសម្ភាសន៍)

1. តើសហគមន៍របស់អ្នកមានឈ្មោះអ្វី?

2. មុននឹងទៅក្នុងសហគមន៍?

1=ប្រធាន, 2=លេខាធិការ, 3=លេខាធិការ, 4=ក្រុមគណៈកម្មាធិការ, 5=សមាជិក, 6=ផ្សេងៗ (សូមបញ្ជាក់...), 7=អនុប្រធាន

3. តើសហគមន៍របស់អ្នកបានបង្កើតឡើងយ៉ាងម៉េច?

1=អង្គការមូលដ្ឋាន (ជំនាញតំបន់), 2=អាជ្ញាធរមូលដ្ឋាន/ប្រជាជន, 3=កំណើតឡើងដោយខ្លួនឯង, 4=មិនដឹង

4. តើសហគមន៍របស់អ្នកត្រូវបានបង្កើតឡើងនៅឯណា? ទី.....

5. ឈ្មោះសហគមន៍..... (យ៉ាងតិច ១ឆ្នាំ)

6. តើចំណុចណាមួយក្នុងការងាររបស់អ្នកជាសមាជិក?

1=មិនពិត, 2=ពិត, 3=ពិតប្រាកដ

7. តើអ្នកបានប្រាប់អ្នកដទៃទៀតអំពីសហគមន៍របស់អ្នកឬនៅក្នុងសហគមន៍របស់អ្នក?

1=អ្នកប្រកាស, 2=អ្នកប្រកាស, 3=អ្នកប្រកាស

d) តួនាទី និងប្រភេទសហគមន៍ដែលអ្នកជ្រើសរើសសម្រាប់ការសម្ភាសន៍

1. តើអ្នកទៅជាសមាជិកនៃសហគមន៍របស់អ្នកឬទេ?

អាជ្ញាធរសហគមន៍	សហគមន៍ ប្រជាជន/សហគមន៍
(1)	(2)

i	
ii	
iii	
iv	
v	
vi	
vii	
<p>1= ហេតុផលខាងលើ, 2= ទិសដៅដើមរបស់សត្វ, 3= ប្រព័ន្ធកម្មវិធីជីវិត, 4= កម្រិតកម្រិតប្រព័ន្ធ, 5= លទ្ធភាពទទួលបាននូវលទ្ធផលដែលបានរកឃើញ (ឬ, ផ្លូវសម្រាប់សត្វ ផ្សិត, ផ្លូវក្នុងផ្សិត); 6= លទ្ធភាពទទួលបាននូវលទ្ធផលដែលបានរកឃើញ (ឬ, ផ្លូវសម្រាប់សត្វផ្សិត, ផ្លូវក្នុងផ្សិត); 7= កម្រិតនៃប្រព័ន្ធគ្រប់គ្រង; 8= ធាតុសរុប; 9= ការបង្កើនប្រព័ន្ធគ្រប់គ្រង បង្កើនលទ្ធភាពស្វ័យ, 10= ការបង្កើនប្រព័ន្ធគ្រប់គ្រង, 11= ផ្សេងៗ (សូមបញ្ជាក់...);</p>	

2. តើអ្នកស្រាវជ្រាវម្នាក់ណាដែលបានរកឃើញលទ្ធផលស្រដៀងគ្នាជាងគេ? (សូមបញ្ជាក់)

1= ក្រុមប្រឹក្សាភិបាលនៃសហគមន៍ 2= ក្រុមប្រឹក្សាភិបាលនៃសហគមន៍ 3= សហគមន៍ 4= សហគមន៍ (ក្រុមប្រឹក្សាភិបាល ក្រុមប្រឹក្សាភិបាល, សហគមន៍) 5= តាម
 ក្រុមសហគមន៍ 6= ផ្សេងៗ (សូមបញ្ជាក់)

3. តើអ្នកស្រាវជ្រាវម្នាក់ណាដែលបានរកឃើញលទ្ធផលស្រដៀងគ្នាជាងគេ? (សូមបញ្ជាក់)

អាទិភាពនៃសកម្មភាព	សកម្មភាព បញ្ចូលលទ្ធផលនៃការស្រាវជ្រាវ
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<p>1= ហេតុផលខាងលើ, 2= ទិសដៅដើមរបស់សត្វ, 3= ប្រព័ន្ធកម្មវិធីជីវិត, 4= កម្រិតកម្រិតប្រព័ន្ធ, 5= លទ្ធភាពទទួលបាននូវលទ្ធផលដែលបានរកឃើញ (ឬ, ផ្លូវសម្រាប់សត្វ ផ្សិត, ផ្លូវក្នុងផ្សិត); 6= លទ្ធភាពទទួលបាននូវលទ្ធផលដែលបានរកឃើញ (ឬ, ផ្លូវសម្រាប់សត្វផ្សិត, ផ្លូវក្នុងផ្សិត); 7= កម្រិតនៃប្រព័ន្ធគ្រប់គ្រង; 8= ធាតុសរុប; 9= ការបង្កើនប្រព័ន្ធគ្រប់គ្រង បង្កើនលទ្ធភាពស្វ័យ, 10= ការបង្កើនប្រព័ន្ធគ្រប់គ្រង, 11= ផ្សេងៗ (សូមបញ្ជាក់...);</p>	

4. តើអ្នកស្រាវជ្រាវម្នាក់ណាដែលបានរកឃើញលទ្ធផលស្រដៀងគ្នាជាងគេ? (សូមបញ្ជាក់)

អាទិភាព នៃសកម្មភាព	សកម្មភាព បញ្ចូលលទ្ធផលនៃការស្រាវជ្រាវ	តើមានប្រភេទនៃលទ្ធផលណាដែលបានរកឃើញស្រដៀងគ្នាជាងគេ?
(1)	(2)	(3)
i		
ii		
iii		

iv		
v		
vi		
vii		
<p>1= លោកសាទរ, 2= ឪពុកមេធាវីសហការី, 3=ប្រព្រឹត្តកម្មផលិតផល, 4=ការផលិតគ្រាប់ពូជ, 5=លទ្ធភាពទទួលបានធាតុធូលី/សំបោក (ឪ, ថ្នាំសម្លាប់សត្វល្អិត, ថ្នាំកម្រិតផ្សិត); 6=លទ្ធភាពទទួលបានធាតុធូលី/សំបោក (ឪ, ថ្នាំសម្លាប់សត្វល្អិត, ថ្នាំកម្រិតផ្សិត); 7= ការធ្វើដំឡើងគ្រាប់ពូជ ; 8=ធាតុស្រូវ; 9= ការបណ្តុះបណ្តាលបច្ចេកទេសកសិកម្ម, 10= ការស្តុក/ប្រមូលផលិតផល; 11=ផ្សេងៗ (សូមបញ្ជាក់...);</p>		

5. តើលេខដ្ឋានដែលអ្នកគិតថាសហការីថ្មីឬប្រើប្រាស់?

អាទិភាព នៃសកម្មភាព	សកម្មភាព បញ្ចូលលេខកូដទាំងប្រាំមួយ
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<p>1= លោកសាទរ, 2= ឪពុកមេធាវីសហការី, 3=ប្រព្រឹត្តកម្មផលិតផល, 4=ការផលិតគ្រាប់ពូជ, 5=លទ្ធភាពទទួលបានធាតុធូលី/សំបោក (ឪ, ថ្នាំសម្លាប់សត្វល្អិត, ថ្នាំកម្រិតផ្សិត); 6=លទ្ធភាពទទួលបានធាតុធូលី/សំបោក (ឪ, ថ្នាំសម្លាប់សត្វល្អិត, ថ្នាំកម្រិតផ្សិត); 7= ការធ្វើដំឡើងគ្រាប់ពូជ ; 8=ធាតុស្រូវ; 9= ការបណ្តុះបណ្តាលបច្ចេកទេសកសិកម្ម, 10= ការស្តុក/ប្រមូលផលិតផល; 11=ផ្សេងៗ (សូមបញ្ជាក់...);</p>	

6. តើលេខដ្ឋានដែលសហការីកសិកររបស់អ្នកគិតថាប្រើប្រាស់តែមួយ?

អាទិភាព នៃសកម្មភាព	សកម្មភាព បញ្ចូលលេខកូដទាំងប្រាំមួយ
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<p>1= លោកសាទរ, 2= ឪពុកមេធាវីសហការី, 3=ប្រព្រឹត្តកម្មផលិតផល, 4=ការផលិតគ្រាប់ពូជ, 5=លទ្ធភាពទទួលបានធាតុធូលី/សំបោក (ឪ, ថ្នាំសម្លាប់សត្វល្អិត, ថ្នាំកម្រិតផ្សិត); 6=លទ្ធភាពទទួលបានធាតុធូលី/សំបោក (ឪ, ថ្នាំសម្លាប់សត្វល្អិត, ថ្នាំកម្រិតផ្សិត); 7= ការធ្វើដំឡើងគ្រាប់ពូជ ; 8=ធាតុស្រូវ; 9= ការបណ្តុះបណ្តាលបច្ចេកទេសកសិកម្ម, 10= ការស្តុក/ប្រមូលផលិតផល; 11=ផ្សេងៗ (សូមបញ្ជាក់...);</p>	

បញ្ហាទស្សនៈសាស្ត្រ, 10= កសាង/ប្រឡាយលើកដំបូង; 11= ផ្សេងៗ (សូមបញ្ជាក់...);

7. តើសហគមន៍កសិកម្មរបស់ពួកគេមានផលការនីតព្រឹត្តិកិច្ចខ្លះណាដែលប្រើប្រាស់នៅឡើយ?

1= ទាញ 2= ទេ 3= ទំនង

8. ប្រសិនបើ តើសហគមន៍កសិកម្មរបស់ពួកគេមានផលការនីតព្រឹត្តិកិច្ចខ្លះណាដែលប្រើប្រាស់នៅឡើយ? (សូមសរសេរបញ្ជាក់)

ហេតុអ្វី?

c) ចំណាត់ថ្នាក់ និងទិន្នន័យសម្រាប់ការវិភាគស្តង់ដារសហគមន៍កសិកម្មរបស់ពួកគេ

1. តើក្រុមប្រឹក្សាភិបាលរបស់ពួកគេមានផលការនីតព្រឹត្តិកិច្ចខ្លះណាដែលប្រើប្រាស់នៅឡើយ?

1= សហគមន៍កសិកម្ម 2= កសិកម្ម 3= ក្រុមប្រឹក្សាភិបាលរបស់ពួកគេ 4= ឯកភាពស្តង់ដារ និងប្រើប្រាស់ (ឈាមឈាម?)

5= ផ្សេងៗ (សូមបញ្ជាក់)

2. តើវិធីសាស្ត្រណាមួយដែលប្រើប្រាស់ក្នុងការវិភាគស្តង់ដារសហគមន៍កសិកម្មរបស់ពួកគេ?

ក្រុមប្រឹក្សាភិបាល និងទិន្នន័យសម្រាប់ការវិភាគស្តង់ដារសហគមន៍កសិកម្ម	កូដ	ក្រុមប្រឹក្សាភិបាល និងទិន្នន័យសម្រាប់ការវិភាគស្តង់ដារសហគមន៍កសិកម្ម
(1)	(2)	(3)
		1= ទំនង, 2= ឯកភាពស្តង់ដារ, 3= ឯកភាពស្តង់ដារ, 4= ឯកភាពស្តង់ដារ, 5= ឯកភាពស្តង់ដារ
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	i	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	ii	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	iii	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	iv	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	v	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	vi	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	vii	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	viii	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	ix	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	x	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	xi	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	x	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	xi	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	xii	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	xiii	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	xiv	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	xv	
ក្រុមប្រឹក្សាភិបាលសហគមន៍កសិកម្ម	xvi	

3. តើពួកគេចូលរួមសកម្មភាពមួយសហការណ៍កសិកម្មរបស់ពួកគេឬទេ? (សូមគូសរង្វង់ចម្លើយមួយ)

1= មិនសកម្ម 2=សកម្មមធ្យម 3=សកម្មណាស់ 4=សកម្មខ្លាំងបំផុត

4. តើអ្វីទៅជាវិធីកសិកម្មដែលអ្នកប្រើប្រាស់បានប្រើប្រាស់ ដែលជួយធ្វើឱ្យសហគមន៍កសិកម្មរបស់ពួកគេទទួលបានជោគជ័យ?

អាទិភាព នៃសកម្មភាព	សកម្មភាព បញ្ចូលសេចក្តីសង្ខេបនៃការប្រកាស
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	

1=រក្សាស្តង់ដារសកម្មភាពដែលបានកំណត់ដោយសហគមន៍, 2= រក្សាស្តង់ដារសកម្មភាពដែលបានកំណត់ដោយអ្នកប្រើប្រាស់; 3=ទទួលបានប្រសិទ្ធភាព; 4=ផែនការយុទ្ធសាស្ត្រ ឆ្លងកាត់សហគមន៍; 5=ការប្រើប្រាស់បច្ចេកវិទ្យាសាស្ត្រ; 6=ប្រើប្រាស់ធនធានធម្មជាតិ; 7=រក្សាទុកទំនាក់ទំនងជាមួយសហគមន៍/ក្រុមប្រឹក្សាភិបាល, 8=ស្វែងរកទីផ្សារសម្រាប់ផលិតផល; 9=បង្កើនការចូលរួមពីភាគីទីបី; 9=បង្កើនការចូលរួមពីភាគីទីបី; 10=ការធ្វើវិសោធនកម្មការងារប្រចាំថ្ងៃ (ឧទាហរណ៍: ជំនួញ ឬស្រែចម្ការ ផ្សេងៗ); 11=ផ្សេងៗ (សូមបញ្ជាក់...);

5. តើអ្វីទៅជាយន្តការសម្រាប់ទំនាក់ទំនងជាមួយក្រុមប្រឹក្សាភិបាល? (គូសរង្វង់ចម្លើយសមស្រប)

1= ការប្រជុំរបស់សហគមន៍ 2= ទូរសព្ទ 3=ការប្រើប្រាស់ប្រព័ន្ធគណនេយ្យ 4=ការប្រើប្រាស់ប្រព័ន្ធគណនេយ្យ 5=មិនដឹង 6=ផ្សេងៗ (សូមបញ្ជាក់)

6. តើអ្វីទៅជាយន្តការសម្រាប់ទំនាក់ទំនងជាមួយសហគមន៍? (គូសរង្វង់ចម្លើយសមស្រប)

1= ការប្រជុំរបស់សហគមន៍ 2= ទូរសព្ទ 3= ការប្រើប្រាស់ប្រព័ន្ធគណនេយ្យ 4= ការប្រើប្រាស់ប្រព័ន្ធគណនេយ្យ 5= មិនដឹង 6= ផ្សេងៗ (សូមបញ្ជាក់)

តើការប្រើប្រាស់ប្រព័ន្ធគណនេយ្យសម្រាប់ទំនាក់ទំនងជាមួយសហគមន៍?

Activity (1)	កម្រិតនៃការពាក់ព័ន្ធ				
	1	2	3	4	5
សហការកាន់កាប់ដីជាមួយសហគមន៍					
សហការកាន់កាប់ដីជាមួយក្រុមប្រឹក្សាភិបាល					
ធ្វើឱ្យប្រសើរ/ពង្រីកលទ្ធភាពទទួលបានឥណទាន/ប្រាក់កម្ចី					
ផ្តល់ធាតុចូលកាន់កាប់ដី/កាន់កាប់ដី					
កែលម្អដីធ្លី/ដីកសិ/ដីកសិ/ដីកសិ					
បង្កើនសហគមន៍					
អនុវត្តបទបញ្ជា/គោលនយោបាយកាន់កាប់ដី					
ការចងចាំឱ្យប្រើប្រាស់ដីប្រសើរឡើង					
ផែនការដីធ្លីកាន់កាប់ដី					
ផ្សេងៗ (សូមបញ្ជាក់)					

1=មិនពាក់ព័ន្ធ, 2=សំខាន់បំផុត, 3=មធ្យម, 4=សំខាន់, 5=សំខាន់បំផុត

7. តើអ្នកគ្រប់គ្រងធ្លាប់បានទទួលការបណ្តុះបណ្តាលអំពីការពារអ្នកដឹកនាំឬទេ? ប្រាប់/ទេ
8. បើសិនជាបាទ តើប្រភេទនៃការបណ្តុះបណ្តាលនោះធ្វើឱ្យអ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា? (សរសេរប្រភេទនៃការបណ្តុះបណ្តាល)
9. ប្រសិនបើទេ តើប្រភេទនៃការបណ្តុះបណ្តាលនោះធ្វើឱ្យអ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា? (សរសេរ)
10. តើអ្នកអ្នកគ្រប់គ្រងអាចធ្វើឱ្យសមាជិកភ្នាក់ងារក្នុងក្រុមការងាររបស់អ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា? (សរសេរចម្លើយនៅទីនេះ) ។
11. តើអ្នកអ្នកគ្រប់គ្រងអាចធ្វើឱ្យសមាជិកភ្នាក់ងារក្នុងក្រុមការងាររបស់អ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា? (សរសេរចម្លើយនៅទីនេះ) ។
12. ប្រសិនបើសហគមន៍របស់អ្នកប្រកាន់សាសនាណាមួយ តើការប្រកាន់សាសនាណាមួយនេះធ្វើឱ្យអ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា? (សរសេរចម្លើយ)

13. តើអ្នកពេញចិត្តនឹងការងាររបស់អ្នកប្រកាន់សាសនាណាមួយនេះឬទេ?

អត្ថប្រយោជន៍ (1)	កម្រិតនៃការពេញចិត្ត				
	1	2	3	4	5
សំណងសម្រាប់ការងារ(ប្រាក់បៀវត្ស)					
កម្រិតនៃការបណ្តុះបណ្តាលសាសនាសម្បជញ្ញា					
ទំនាក់ទំនងសង្គមមួយរវាងភ្នាក់ងារក្នុងក្រុមការងាររបស់អ្នក					
សក្តានុពលសម្រាប់ការអភិវឌ្ឍន៍ផ្ទៃក្នុង					
ផ្សេងៗ (សូមបញ្ជាក់)					
1= ពេញចិត្តខ្លាំងបំផុត; 2= ពេញចិត្តខ្លាំង; 3= មធ្យម; 4= ពេញចិត្តខ្លះ; 5= ពេញចិត្តណាស់					

14. តើអ្នកស្វែងរកលំហូរការងារណាមួយដែលអ្នកប្រកាន់សាសនាណាមួយនេះធ្វើឱ្យអ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា? (សរសេរចម្លើយ)

1= ពេញចិត្តខ្លាំងបំផុត; 2= ពេញចិត្តខ្លាំង; 3= មធ្យម; 4= ពេញចិត្តខ្លះ; 5= ពេញចិត្តណាស់

15. បញ្ហាប្រឈមរបស់សហគមន៍

សូមបញ្ជាក់ពីបញ្ហាប្រឈមរបស់សហគមន៍ដែលអ្នកប្រកាន់សាសនាណាមួយនេះធ្វើឱ្យអ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា?

បញ្ហាប្រឈម	លេខកូដ	តើអ្នកប្រកាន់សាសនាណាមួយនេះធ្វើឱ្យអ្នកដឹកនាំមានប្រសិទ្ធភាពក្នុងការងាររបស់អ្នកប៉ុណ្ណា?	កម្រិតនៃការពេញចិត្ត
		1= ពេញចិត្តខ្លាំងបំផុត; 2= ពេញចិត្តខ្លាំង; 3= មធ្យម; 4= ពេញចិត្តខ្លះ; 5= ពេញចិត្តណាស់	1= ពេញចិត្តខ្លាំងបំផុត; 2= ពេញចិត្តខ្លាំង; 3= មធ្យម; 4= ពេញចិត្តខ្លះ; 5= ពេញចិត្តណាស់
(1)		(2)	(3)
បញ្ហាប្រឈមរបស់សហគមន៍	i		
បញ្ហាប្រឈមរបស់សហគមន៍	ii		

(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	

1= ការទទួលបានការសហការលើផ្ទៃក្នុង 2= ការបង្កើនការសហការលើ 3= សិទ្ធិសមាជិក 4= កូនចៅ និងទំនួលខុសត្រូវសមាជិក 5= ព័ត៌មានទីផ្សារ 6= ព័ត៌មានហិរញ្ញវត្ថុ
7= ផែនការយុទ្ធសាស្ត្រ 8= ផ្សេងៗ (សូមបញ្ជាក់)

19. តើកត្តាទាំងអស់នេះពាក់ព័ន្ធនឹងអ្វីមួយទៅលើចំណូលរបស់សហគមន៍របស់អ្នក?

កត្តាដែលមានឥទ្ធិពលលើចំណូល		កូដ	កម្រិតនៃឥទ្ធិពល 1=តិចតួច 2=ឥតឥទ្ធិពល
(1)	(2)	(3)	
a លក្ខណៈគ្រឹះ			
- ភាពនៅឆ្ងាយពីទីលំនៅ	i		
- កម្រិតផ្ទៃដី	ii		
- ធនធានធម្មជាតិ	iii		
b លក្ខណៈសហគមន៍			
- ប្តូរ	iv		
- ប្រព័ន្ធស្រោចស្រព	v		
- អគ្គិសនី	vi		
- លទ្ធភាពប្រើប្រាស់ស្ថានីយ៍ប្រើប្រាស់ទឹក	vii		
c លក្ខណៈគ្រួសារ			
- ទំហំគ្រួសារ	viii		
- ហានិភ័យគ្រួសារ (ប្រុស)	ix		
- ទំហំដីកសិកម្ម	x		
- ភាពទីតាំងនៅក្នុងប្រជាជនចំណូល	xi		
- ការបែងចែកសមាជិកគ្រួសារ	xii		
- ទូរសព្ទ	xiii		
- សុខភាព	xiv		

20. តើក្រុមអ្នកប្រកបរបរកសិកម្មដែលបានប្រើប្រាស់ទីតាំងបណ្តុះបណ្តាលបង្កើនចំណូលរបស់សហគមន៍?

សកម្មភាពនៃបង្កើនចំណូលសហគមន៍បង្កើនទៀត	កម្រិតនៃទិន្នន័យក្នុងការបង្កើនចំណូល				
(1)	1	2	3	4	5
សកម្មភាពទីផ្សារកាន់តែប្រសើរ					
បង្កើនផលិតផល (ឥណទាន)					
ប្រព្រឹត្តិកម្មផលិតផល					

កិច្ចសន្យាជាមួយអង្គការអន្តរជាតិ					
កិច្ចសន្យាជាមួយសហគមន៍/វិស័យទេសធារណៈ					
បង្កើតសហគមន៍					
កសាងសមត្ថភាពគ្រប់គ្រងបរិស្ថានឡើងវិញ					
កសាងសមត្ថភាពសហគមន៍បរិស្ថានឡើងវិញ					
ផលិតកម្មជាសហគមន៍					
កិច្ចសន្យាកាន់កាប់ទំនិញសម្រាប់ការលក់ឡើងវិញឬលក់ដាច់					
ការទទួលបានឥណទាន/កម្ចីផែនការប្រាក់កាន់កាប់					
លទ្ធភាពទទួលបានឥតបង្គោលដែលមានគុណភាពខ្ពស់ (ឧទាហរណ៍ គ្រាប់បូម ថ្នាំកម្រិតសក្តានុពល ។ល។)					
ទំនាក់ទំនងកាន់កាប់ផ្ទៃ/កម្រិតដែលជាមួយសហគមន៍					
ផ្សេងៗ (សូមបញ្ជាក់)					

1= ភាពប្រសើរឡើង; 2= មានប្រសិទ្ធភាពខ្ពស់; 3= មធ្យម; 4= មានប្រសិទ្ធភាព; 5= មានប្រសិទ្ធភាពខ្ពស់

21. ប្រសិនបើអ្នកអាចបំប្លែងផលិតផលសហគមន៍ទៅជាទំនិញទទួលបានដោយឥតគិតថ្លៃ? (សូមសរសេរ)

22. តើសហគមន៍កសិកម្មរបស់អ្នកធ្លាប់បានទទួលបានជោគជ័យក្នុងការប្រើប្រាស់? បាទ/ទេ

23. ប្រសិនបើទេ តើជាដំណើរការណាមួយ? (សូមរៀបរាប់ពីដំណើរការដែលសមស្របបំផុត)

អាទិភាពនៃដំណើរការ	សកម្មភាព បញ្ចូលផលទទួលបានក្នុងការប្រើប្រាស់
(I)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	

1= បង្កើន 2= បង្កើន 3= ការបង្កើនប្រសិទ្ធភាព/ការងារអន្តរជាតិ 4= ការកសាងប្រព័ន្ធគ្រប់គ្រង (ការស្រុក, ការវិភាគ, ប្រព័ន្ធគ្រប់គ្រង) 5= ការប្រើប្រាស់
ធនធាន (អង្គការក្រៅរដ្ឋាភិបាល អង្គការក្រៅរដ្ឋាភិបាលអន្តរជាតិ រដ្ឋាភិបាល ។ល។) 6= ផ្សេងៗ (សូមបញ្ជាក់)

24. តើសហគមន៍នេះមានផលប្រយោជន៍អ្វី? បាទ/ទេ

25. តើសហគមន៍នេះមានផលប្រយោជន៍អ្វី? បាទ/ទេ

26. តើសហគមន៍នេះមានផលប្រយោជន៍អ្វី? (សូមរៀបរាប់ពីផលប្រយោជន៍)

1= មានផលប្រយោជន៍ខ្ពស់ 2= អ្នកប្រើប្រាស់ប្រើប្រាស់ 3= ផលប្រយោជន៍/មានផល 4= ផ្សេងៗ (សូមបញ្ជាក់)

27. ផ្អែកលើបទពិសោធន៍របស់អ្នក ប្រសិនបើអ្នកអាចផ្សព្វផ្សាយបានទៅសហគមន៍ថ្មីមួយ តើអ្នកមាននោះរាល់ឆ្នាំ ?

APPENDIX VII: MEMBERS' STRUCTURED INTERVIEW QUESTIONNAIRE ENGLISH

Members

- f) *General Information (I will have demographic questions in the actual survey but I am focusing on the coop specific questions for this draft)*
8. What is the name of your cooperative?

9. Function in Cooperative?

1= Leader; 2= Secretary; 3=Cashier; 4= Group committee; 5=Member 6=Other
(specify.....) 7=Deputy leader

10. How was your cooperative established?

1= NGO (supporting agency); 2= government/local authority; 3= self-initiative; 4= don't know

11. When was your cooperative established? Month.....Year.....

12. Duration of membership.....years (at least 1 years)

13. How difficult was it to become a member?

1= Not difficult 2= Difficult 3= Very difficult

14. Could you tell us who mostly join cooperatives?

1= Poor 2= Middle 3= Rich?

g) Quality and types of services provided by farmer cooperative to its members

9. What are your cooperatives main services for members?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
1= Access to credit; 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training, 10= Storage/collection of produce; 11= Other (specify.....);	

10. Who decided what services the cooperative would provide to its members? (circle one)

1= Cooperative BoD 2=Cooperative Management 3= Members 4= Collaborative
(BoD, management, members)5= Outside Cooperative 6= Other (specify)

11. What do you think are the best services for helping to increase members' incomes?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	

iv	
v	
vi	
vii	
1= Access to credit, 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training, 10= Storage/collection of produce; 11= Other (specify.....);	

12. What services are most popular with members?

Priority of the activity	Activity enter code below	How useful is it to your capacity to increase income? 5=very useful 4= useful 3= normal 2= somewhat useful 1= not useful
(1)	(2)	(3)
i		
ii		
iii		
iv		
1= Access to credit, 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training, 10= Storage/collection of produce; 11= Other (specify.....);		

13. What services do you think a new cooperative should focus on?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
1= Access to credit, 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training, 10= Storage/collection of produce; 11= Other (specify.....);	

14. What service could their farmer cooperative make even better?

Priority of the activity	Activity enter code below
--------------------------	------------------------------

(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
1= Access to credit, 2= Marketing cooperative products; 3= Product processing; 4= Seed producing; 5= Access to chemical/synthetic inputs (fertilizer, pesticides, fungicides); 6= Access to natural /organic inputs (fertilizer, pesticides, fungicides); 7= Seed trading ; 8= Rice bank; 9= Agricultural technique training, 10= Storage/collection of produce; 11= Other (specify.....)	

15. Does their farmer cooperative plan on expanding the number of services in the future?

1= Yes 2= No 3= Don't Know

16. If yes, what services does the member feel would be most beneficial for increasing the income of members? (Write them down)

Why?

h) The organizational processes and structures that enabled farmer cooperatives to increase the annual incomes of their members

1. How did the member hear about the farmer cooperative? (circle one)

1= Village leader 2= Neighbour/friend 3= Family members 4=Advertisement from cooperative 5=NGO 6= Other (specify)

2. Are they actively involved with their farmer cooperative?

1= not active 2= moderately active 3= Very active 4= Extremely active

3. What are members' roles and responsibilities?

Roles & responsibilities (1)	Code (2)	Level of importance (3) 1=not important; 2= somewhat important; 3=normal; 4=important; 5=very important
Attend meetings	i	
Pay membership fees	ii	
Follow planting schedules	iii	
Maintain produce quality	iv	
Meet production quotas	v	
Sharing new information and agricultural techniques with members	vi	
Help to development of internal rules/bylaws	vii	
Elect management	viii	
Elect BoD	ix	
Deposit savings	x	
Other participatory activities	xi	

4. How do members help to make the farmer cooperative successful?

Priority of the activity	Activity enter code below	How useful is it to your livelihood? 5=very helpful 4= helpful 3= normal 2= somewhat helpful 1= not helpful
(1)	(2)	(3)
i		
ii		
iii		
iv		
v		
vi		
vii		
1= Maintain quality standards of cooperative, 2= Maintain crop scheduling; 3= Attending meetings; 4= Sharing skills and knowledge; 5= Electing officials; 6= Recruiting new members; 7= Maintain good relations with members/management. 8= Do not help to make successful; 9= Don't know; 9= Agricultural technique training, 10= Storage/collection of produce; 11= Other (specify.....):		

5. What are the mechanisms for communicating with management? (circle appropriate amount of answers)

1= Cooperative meetings 2= Phone 3= Direct house visits 4= During office hours at office 5= Don't know 6= Other (specify)

6. Level of trust

Trust (1)	Level of Trust				
	1	2	3	4	5
Can members generally trust each other in matters of lending and borrowing money?					
Do members trust the committee with financial management?					
Do you and other members trust your cooperative's leader to manage the cooperative very well?					
Do you, members and your committee and leader trust supporting staff to help monitoring your cooperative? (Book keeping, financial record...)					
1=not at all; 2= somewhat trust; 3=normal; 4=trust; 5= definitely trust					

7. Are you satisfied with the benefits of your participation in the cooperative?

Benefit (1)	Level of Satisfaction				
	1	2	3	4	5
Good habit of saving & emergency loan					

Reducing the likelihood of migration					
Reliable (quality) sources of agricultural inputs					
Reduced prices of inputs					
Better prices for agricultural produces					
Good access to low interest loan from your cooperative					
Increased annual household income					
Agricultural training					
Improved social relations with community members					
Other (specify)					
<i>1=not satisfied; 2= somewhat satisfied; 3=normal; 4= satisfied; 5=very satisfied</i>					

8. What are the top three ways that members can be even more effective in making the cooperative successful?

-
-
-

9. How do you find your teamwork spirit after joining your cooperative? (circle one)
1= No improvement; 2= Somewhat improved; 3=Normal; 4= Improved; 5=Markedly improved

10. Challenges of Cooperative
Please choose the level of severity of each challenge facing your Cooperative from those listed below

Challenges	Code	What are the challenges of your Cooperative? 1=yes; 2=no; 3= do not know (if no or do not know, go to next line)	Level of severity <i>1=somewhat serious; 2=normal; 3=very serious</i>
(1)		(2)	(3)
Lack of common objectives	i		
Poor structure in the cooperative	ii		
Lack of good leadership	iii		
Improper enforcement of internal regulations	iv		
Poor book keeping/ financial management	v		
Cooperative does not respond to needs	vi		
Lack of members' motivation to join collective actions	vii		
Members' illiteracy	viii		
Lack of external support (access to information and	ix		

services)			
Poor communication with the local authority	x		
Jealousies among members	xi		
Limited knowledge about planning	xii		
Knowledge and techniques provided by the supporting agencies are far from practical	xiii		
Lack of adequate farm land	xiv		
Shortage of capital of credit facilities	xv		
Partisanship	xvi		
Other.....	xvii		

11. Capacity building (institution building)

Area of training	Code	Number of training received	If you haven't received it yet, do you want it? 1=yes 2=no	How useful are courses to your work/livelihood? 5=very useful 4=useful 3=normal 2=somewhat useful 1=not useful
(1)	(2)	(3)	(4)	(5)
Leadership and skill development	i			
Record keeping	ii			
Saving mobilisation and credit access	iii			
Credit management	iv			
Planning	v			
Income generation activities	vi			
Marketing of agricultural products	vii			
Trust building	viii			
Other.....	ix			
Total				

12. Does management give financial reports to members? Y/N

13. What information does management provide members about their cooperatives?

Priority of the activity	Activity enter code below
(1)	(2)

i	
ii	
iii	
iv	
v	
vi	
vii	
1= Access to formal cooperative documents 2= Cooperative policies 3= Members rights 4= Members roles & responsibilities 5= Market information 6= Financial information 7= Strategic Plan 8= Other (specify)	

14. How do the following factors affect your income?

Factors affecting income		Code	Level of effect 1=Move up 2=Move down
(1)	(2)	(3)	
a Regional characteristics			
- isolation	i		
- rainfall	ii		
- natural resources	iii		
b Community characteristics			
- new road	iv		
- irrigation system	v		
- electricity	vi		
- access to MFI	vii		
c Household characteristics			
- household size	viii		
- gender of head (male)	ix		
- agricultural land size	x		
- diversity in sources of income	xi		
- education of household members	xii		
-phone	xiii		
-health	xiv		

15. How can the management be even more effective at creating opportunities for increasing member incomes?

Actions to further increase members incomes (1)	Level of Effect on Income				
	1	2	3	4	5
Better marketing					
Increase products (crops)					
Crop processing					
Contracts with supermarkets					
Contracts with hotels/tourism					
Increase membership					
More management capacity building					
More member capacity building					
Collective production					

Larger contracts for international trade					
Access to cheaper credit/loans					
Access to higher quality inputs (fertilizers, seeds, pesticides, etc...)					
More/improved communications with members					
Other (specify)					
5=very effective 4= effective 3= normal 2= somewhat effective 1= not effective					

16. If you can name one thing that helps this cooperative to be successful, what would it be?
(write)

17. Has your farmer cooperative received outside assistance? Y/N

18. If yes, what kind of assistance?

Priority of the assistance	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
1= Financial 2= Technical 3= Management/leadership training 4= Infrastructure building (storage, office, processing) 5= Advisory (NGO, INGO, Government, etc...) 6= Other (specify)	

19. What are the voting rules to make decisions in your cooperative? (circle one)

1= 1 member, 1 vote 2= 1 share, 1 vote 3= Other (specify)

20. Can you make your own decisions of what to grow for the cooperative? Y/N

21. If yes, how do you make that decision?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
1= Market information 2= Advice from family/friends 3= Advice from cooperative 4= Based on your ability? 5= Other (specify)	

22. Does your cooperative help to reduce your production costs? Y/N

23. If yes, how?

Priority of the activity	Activity enter code below
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	

1= Low cost credit/loans 2= Low cost inputs 3= Access to farm machines (tractor, harvester, sprayer, etc...) 4= Access to labor 5= Saved money in transport 6= Saved money in processing 7= Improved techniques through capacity building 8= Other (specify)

24. Have you received any dividends? Y/N

25. Do you think your cooperative is successful? Y/N

26. Yes, why?

27. No, why?

28. Based on your experience as a member of this cooperative, what is the one piece of advice that you would give to a member of a new cooperative?

APPENDIX VIII: MEMBERS' STRUCTURED INTERVIEW QUESTIONNAIRE KHMER

សមាជិក

a) ព័ត៌មានទូទៅ (ខ្ញុំនឹងបំពេញបែបបទសម្រាប់ក្រុមគ្រួសាររបស់ខ្ញុំ ឬក៏ខ្ញុំខ្លួនឯង បើសិនជាខ្ញុំមិនមែនជាសមាជិកក្រុមគ្រួសារនោះទេ)

អាទិភាពនៃសកម្មភាព	សកម្មភាព បញ្ចូលលទ្ធផលនានាប្រកប
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<p>1= លោកលោក, 2= ទីស្នាក់នៅសាលាសាលា, 3=ប្រព័ន្ធកម្មវិធីសិក្សា, 4=ការសិក្សាប្រចាំថ្ងៃ, 5=លទ្ធភាពទទួលបានធនធានសិក្សា/សំណាគ (ឧ, ថ្នាំសម្រាប់សត្វ ជ្រូក, ថ្នាំកម្លាំងផ្សិត); 6=លទ្ធភាពទទួលបានធនធានសិក្សា/សំណាគ (ឧ, ថ្នាំសម្រាប់សត្វជ្រូក, ថ្នាំកម្លាំងផ្សិត); 7= ការធ្វើដំណើរប្រចាំថ្ងៃ; 8=ធនធានប្រភេទ; 9= ការបង្កើនបណ្តុះបណ្តាល បច្ចេកទេសកសិកម្ម, 10= ការស្តារ/ប្រែប្រួលសិក្សា, 11=ផ្សេងៗ (សូមបញ្ជាក់...);</p>	

4. តើលោកអ្នកដែលមានប្រជាប្រិយភាពជាងគេជាមួយសត្វមួយ?

អាទិភាព នៃសកម្មភាព	សកម្មភាព បញ្ចូលលទ្ធផលនានាប្រកប	តើមានប្រយោជន៍បែបណាមួយសម្រាប់ការបង្កើនប្រាក់ចំណូលរបស់អ្នក?
(1)	(2)	(3)
i		
ii		
iii		
iv		
v		
vi		
vii		
<p>5=មានប្រយោជន៍ណាស់ 4=មានប្រយោជន៍ 3= មធ្យម 2=មានប្រយោជន៍តិចតួច 1= គ្មានប្រយោជន៍</p> <p>1= លោកលោក, 2= ទីស្នាក់នៅសាលាសាលា, 3=ប្រព័ន្ធកម្មវិធីសិក្សា, 4=ការសិក្សាប្រចាំថ្ងៃ, 5=លទ្ធភាពទទួលបានធនធានសិក្សា/សំណាគ (ឧ, ថ្នាំសម្រាប់សត្វ ជ្រូក, ថ្នាំកម្លាំងផ្សិត); 6=លទ្ធភាពទទួលបានធនធានសិក្សា/សំណាគ (ឧ, ថ្នាំសម្រាប់សត្វជ្រូក, ថ្នាំកម្លាំងផ្សិត); 7= ការធ្វើដំណើរប្រចាំថ្ងៃ; 8=ធនធានប្រភេទ; 9= ការបង្កើនបណ្តុះបណ្តាល បច្ចេកទេសកសិកម្ម, 10= ការស្តារ/ប្រែប្រួលសិក្សា, 11=ផ្សេងៗ (សូមបញ្ជាក់...);</p>		

5. តើលោកអ្នកចង់បានប្រាក់ចំណូលបន្ថែមពីសត្វមួយ?

អាទិភាព នៃសកម្មភាព	សកម្មភាព បញ្ចូលលទ្ធផលនានាប្រកប
(1)	(2)
i	

ii	
iii	
iv	
v	
vi	
vii	
<i>I</i> = លោកលោក, <i>2</i> = ចម្បូរជលីកសលហេតុ, <i>3</i> = ប្រព្រឹត្តិកម្មជលីកសល, <i>4</i> = ការជលីកប្រាប់បង្គាប់, <i>5</i> = លទ្ធភាពទទួលបានធាតុធាតុលើ/សំណត (ឪ, ថ្នាំសម្រាប់សត្វល្អិត, ថ្នាំកម្រិតស្រី); <i>6</i> = លទ្ធភាពទទួលបានធាតុធាតុលើប្រាប់/សំណត (ឪ, ថ្នាំសម្រាប់សត្វល្អិត, ថ្នាំកម្រិតស្រី); <i>7</i> = ការធ្វើដំឡើងប្រាប់បង្គាប់; <i>8</i> = ធាតុស្រូវ; <i>9</i> = ការបង្កើនបង្កាបបង្កាបលើសកល; <i>10</i> = ការស្រុក/ប្រមូលជលីកសល; <i>11</i> = ផ្សេងៗ (សូមបញ្ជាក់...);	

6. តើលោកអ្នកចង់ដឹងសហការណ៍កសិកម្មរបស់អ្នកតើជាអ្វីប្រាកដណាស់?

អាទិភាព នៃសកម្មភាព	សកម្មភាព បញ្ចូលលទ្ធផលប្រកប
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<i>I</i> = លោកលោក, <i>2</i> = ចម្បូរជលីកសលហេតុ, <i>3</i> = ប្រព្រឹត្តិកម្មជលីកសល, <i>4</i> = ការជលីកប្រាប់បង្គាប់, <i>5</i> = លទ្ធភាពទទួលបានធាតុធាតុលើ/សំណត (ឪ, ថ្នាំសម្រាប់សត្វល្អិត, ថ្នាំកម្រិតស្រី); <i>6</i> = លទ្ធភាពទទួលបានធាតុធាតុលើប្រាប់/សំណត (ឪ, ថ្នាំសម្រាប់សត្វល្អិត, ថ្នាំកម្រិតស្រី); <i>7</i> = ការធ្វើដំឡើងប្រាប់បង្គាប់; <i>8</i> = ធាតុស្រូវ; <i>9</i> = ការបង្កើនបង្កាបបង្កាបលើសកល; <i>10</i> = ការស្រុក/ប្រមូលជលីកសល; <i>11</i> = ផ្សេងៗ (សូមបញ្ជាក់...);	

7. តើសហការណ៍កសិកម្មរបស់អ្នកតើជាអ្វីប្រាកដណាស់?

I = បាទ-ចាស *2* = ទេ *3* = មិនដឹង

8. ប្រសិនបើ តើលោកអ្នកចង់ដឹងសហការណ៍កសិកម្មរបស់អ្នក តើអ្នកចង់ដឹងអ្វីប្រាកដណាស់? (សូមសរសេរបញ្ចូល)

ហេតុអ្វី?

C/ ខ្ញុំបរិយាយ ខ្ញុំចង់ដឹងអ្វីប្រាកដណាស់អំពីសហការណ៍កសិកម្មរបស់អ្នក តើអ្នកចង់ដឹងអ្វីប្រាកដណាស់?

1. តើសហការណ៍កសិកម្មរបស់អ្នកតើជាអ្វីប្រាកដណាស់? (សូមសរសេរចម្លើយប្រាកដ)

I = ប្រាកដ *2* = អ្នកដឹកនាំ/មិត្តភក្តិ *3* = សហការីក្នុងសហគមន៍ *4* = ការបង្កើនបង្កាបបង្កាបលើសកល *5* = អ្នកកសិកម្ម/អ្នកប្រកបរបរ *6* = ផ្សេងៗ (សូមបញ្ជាក់)

2. តើលោកអ្នកចង់ដឹងសហការណ៍កសិកម្មរបស់អ្នកតើជាអ្វីប្រាកដណាស់?

(1)	1	2	3	4	5
តើជាទូទៅ សហជីពជឿជាក់ថាទៅវិញទៅមកលើការធ្វើប្រាក់ប្តូរ?					
តើសហជីពជឿជាក់គណៈកម្មាធិការលើការគ្រប់គ្រងហិរញ្ញវត្ថុឬទេ?					
តើអ្នកនឹងសហការដឹងជឿជាក់លើប្រធានសហគណនីរបស់អ្នកជាគ្រប់គ្រងសហគណនីជាធរមានឬទេ?					
តើអ្នក សហជីព គណៈកម្មាធិការ និយមន័យជឿជាក់លើអ្នកលក់ទំនិញក្នុងការជួយការងារសហគណនីរបស់អ្នកឬទេ? (កម្មវត្ថុគ្រប់គ្រងគណនេយ្យ កំណត់ត្រាបញ្ជី...)					
1=មិនជឿជាក់ទាល់តែសោះ; 2=ជឿជាក់តិចតួច; 3=ធម្មតា; 4=ជឿជាក់; 5=ជឿជាក់ជាស្រប					

7. តើអ្នកចេញចិត្តជាមួយនឹងអត្ថប្រយោជន៍នៃការទទួលបានរបស់អ្នកនៅក្នុងសហគណនីឬទេ?

អត្ថប្រយោជន៍ (1)	កម្រិតនៃការចេញចិត្ត				
	1	2	3	4	5
ទម្រង់ផ្ទៃក្នុងការសន្សំប្រាក់ និងប្រាក់កម្ចីតរយៈពេលវែង					
កាត់បន្ថយការចំណាយប្រចាំថ្ងៃ					
ប្រភពស្តុកទុន (គណនី) នៃធនធានសហគមន៍					
កម្មវិធីបង់ប្រាក់ប្រចាំខែ					
កម្មវិធីបង់ប្រាក់ប្រចាំខែ					
សេចក្តីជោគជ័យនៃការទទួលបានប្រាក់កម្ចីតរយៈពេលវែងសហគណនីរបស់អ្នក					
បង្កើនប្រាក់ចំណូលប្រចាំខែរបស់អ្នក					
បង្កើនប្រាក់ចំណូលប្រចាំខែរបស់អ្នក					
ទំនាក់ទំនងសហគមន៍របស់អ្នកជាមួយសហគមន៍សហគណនី					
ផ្សេងៗ (សូមបញ្ជាក់)					
1=មិនចេញចិត្ត; 2= ចេញចិត្តតិចតួច; 3=ធម្មតា; 4=ចេញចិត្ត; 5= ចេញចិត្តស្រប					

8. តើអ្នកទៅជាមធ្យោបាយកំណត់ប្រាក់ចំណូលរបស់អ្នក សហគមន៍កំណត់ប្រាក់ចំណូលរបស់អ្នក ក្នុងការធ្វើឱ្យសហគណនីទទួលបានជោគជ័យ?

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9. តើអ្នកនឹងជួយដល់វិញ្ញាបនបត្រនៃការស្រាវជ្រាវ បង្កើនចំណេះដឹងរបស់អ្នកក្នុងសហគណនីរបស់អ្នក? (ក្នុងរង្វង់មួយ)

1= មិនជួយ; 2= ជួយតិចតួច; 3=ធម្មតា; 4= ជួយស្រប; 5= ជួយស្របជាងគេ

10. បញ្ហាប្រឈមរបស់សហគណនី

សូមបញ្ជាក់ពីស្ថានភាពបញ្ហាប្រឈមរបស់អ្នកជាមួយសហគណនីរបស់អ្នកក្នុងរង្វង់មួយ

បញ្ហាប្រឈម	លេខកូដ	តើអ្នកទៅជាមធ្យោបាយនៃសហគណនីរបស់អ្នក? 1=ទាប; 2=ទាប; 3=ទាប (ប្រសិនបើទេ ឬមិនទេ សូមទៅបញ្ជាក់បន្ថែម)	កម្រិតនៃការប្រឈម 1=ទាប; 2=ធម្មតា; 3=ទាប ណាស់
(1)		(2)	(3)
ក្នុងការស្រាវជ្រាវ	i		
ក្នុងការបង្កើនចំណេះដឹងរបស់អ្នក	ii		

ខ្លះភាគធម្មតាសិក្សា	iii		
ការអនុវត្តបញ្ញត្តិផ្ទៃក្នុងនៃការងារ	iv		
ការគ្រប់គ្រងគណនេយ្យ/ហិរញ្ញវត្ថុទូទៅ	v		
សហការណ៍ប្រើប្រាស់ប្រព័ន្ធគ្រប់គ្រង	vi		
កងកម្មសេវាសមាជិកក្នុងក្រុមប្រឹក្សាភិបាលសកម្មភាព	vii		
អនុវត្តការងារសមាជិក	viii		
ខ្លះការគាំទ្រពីការងារ (លទ្ធភាពទទួលបាននិង សេវា)	ix		
ឲ្យបានទំនាក់ទំនងជាមួយអង្គការមូលដ្ឋាន	x		
ការប្រើប្រាស់ឧបករណ៍គ្រប់គ្រងសមាជិក	xi		
ចំណេះដឹងអំពីការធ្វើផែនការអាជីវកម្ម	xii		
ចំណេះដឹង និងបច្ចេកទេសផ្គត់ផ្គង់សេវាសមាជិក	xiii		
ខ្លះនីតិវិធីសម្របសម្រួល	xiv		
កងកម្មសេវាសមាជិកអាជីវកម្ម	xv		
ភាពជាដៃគូ	xvi		
ផ្សេងៗ.....	xvii		

11. ការសាងសង់កម្មភាព (ការស្ថាបនាស្ថាប័ន)

វិស័យបណ្តុះបណ្តាល	លេខកូដ	ចំនួននៃការបណ្តុះបណ្តាលនៃការងារទទួលបាន	វិស័យបណ្តុះបណ្តាលនៃការងារទទួលបាន	តើគ្រូបង្រៀនមានប្រយោជន៍បំប៉នណាមួយចំពោះការងារ និងបេតិកភ័យនៃសេវា?
			ទទួលបានការបណ្តុះបណ្តាលទៅលើអ្វីៗដែលទទួលបានការបណ្តុះបណ្តាល? 1=ទាប 2=ខ្ពស់	5=មានប្រយោជន៍ណាស់ 4=មានប្រយោជន៍ 3=មធ្យម 2=មានប្រយោជន៍តិចតួច 1=គ្មានប្រយោជន៍
(1)	(2)	(3)	(4)	(5)
ភាពជាដៃគូសហគមន៍ និងអភិបាលកិច្ច	i			
គ្រប់គ្រងគណនេយ្យ	ii			
គ្រប់គ្រងការងារប្រចាំថ្ងៃ និងប្រតិបត្តិការសកម្មភាព	iii			
ការគ្រប់គ្រងគណនេយ្យ	iv			
ការធ្វើផែនការ	v			
សកម្មភាពដែលសម្រាប់បង្កើនសកម្មភាព	vi			
ការធ្វើផែនការប្រតិបត្តិការសកម្មភាព	vii			
បង្កើនទំនាក់ទំនង	viii			
ផ្សេងៗ.....	ix			
សរុប				

12. តើមានអ្នកគ្រប់គ្រងដែលបានការណ៍បណ្តុះបណ្តាលទៅសមាជិកឬទេ? បាទ/ទេ

13. តើវិធីសាស្ត្របណ្តុះបណ្តាលគ្រប់គ្រងដែលបានការណ៍បណ្តុះបណ្តាលទៅសមាជិកទាក់ទងនឹងសហគមន៍របស់ខ្លួនឬទេ?

អាទិភាពនៃសកម្មភាព	សកម្មភាព បញ្ចូលនូវគំនិតចងក្រង
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(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
<i>1= ការចូលរួមចំណែកក្នុងការសាងសង់សហគមន៍ 2= ការលទ្ធផលនៃការសហការ 3= សិទ្ធិសមាជិក 4= តួនាទី និងទំនួលខុសត្រូវសមាជិក 5= ព័ត៌មានទីផ្សារ 6= ព័ត៌មានបច្ចេកទេស 7= ផែនការយុទ្ធសាស្ត្រ 8= រដ្ឋបាល (សូមបញ្ជាក់)</i>	

14. តើកត្តាទាំងប្រាំមួយខាងលើនេះពាក់ព័ន្ធជ្រុះជួបទៅនឹងការសហប្រតិបត្តិការ?

កត្តាដែលមានឥទ្ធិពលចំពោះការសហប្រតិបត្តិការ		ក្នុង	កម្រិតនៃឥទ្ធិពលចំពោះការសហប្រតិបត្តិការ 1=តិចតួច 2=ច្រើន
(1)	(2)	(3)	
a លក្ខណៈគំនិត			
- ការចង់បាននូវលទ្ធផល	i		
- កម្រិតច្នៃប្រឌិត	ii		
- ធនធានមនុស្ស	iii		
b លក្ខណៈសហគមន៍			
- ច្នៃប្រឌិត	iv		
- ប្រព័ន្ធស្រុកស្រាវជ្រាវ	v		
- អត្ថិភាព	vi		
- លទ្ធភាពប្រើប្រាស់ស្ថាប័នមិនមែនជាស្រុកស្រាវជ្រាវ	vii		
c លក្ខណៈគ្រួសារ			
- ទំហំគ្រួសារ	viii		
- ភាពទំនើប (ប្រុស)	ix		
- ទំហំសិកស្សា	x		
- ភាពទំនើបក្នុងគ្រួសារ	xi		
- ការអប់រំរបស់សមាជិកគ្រួសារ	xii		
- ទូរស័ព្ទ	xiii		
- សុខភាព	xiv		

15. តើប្រមូលផ្តុំក្នុងគ្រួសារនេះមានឥទ្ធិពលដល់ការសហប្រតិបត្តិការក្នុងការសាងសង់សហគមន៍ដែរឬទេ?

សកម្មភាពដែលបង្កឱ្យមានឥទ្ធិពលដល់ការសហប្រតិបត្តិការ	កម្រិតនៃឥទ្ធិពលទៅលើការសហប្រតិបត្តិការ				
(1)	1	2	3	4	5
សកម្មភាពទីផ្សារកាត់ត្រាប្រចាំថ្ងៃ					
បង្កើនការសហប្រតិបត្តិការ (ទំនាក់ទំនង)					

ប្រព្រឹត្តិកម្មផលចំណាត់					
កិច្ចសន្យាជាមួយសហគមន៍/វិស័យទស្សនៈ					
បេតិកភណ្ឌសម្ថភាព					
កសាងសម្បត្តិកសិកម្ម/កសិកម្ម					
កសាងសម្បត្តិកសិកម្ម/កសិកម្ម					
ផលិតកម្មប្រាសាទ					
កិច្ចសន្យា កាត់កែច្នៃ ឬ ការប្រែប្រួលផ្សេងៗ					
ការទទួលបានផល/ ឥទ្ធិពលមានការប្រែប្រួល					
លទ្ធភាពទទួលបានផលចំណូលពីការប្រើប្រាស់ (ដី ក្រាំង ឬ ផ្ទៃក្នុង)					
ទំនាក់ទំនងជាមួយ/ ឬ ប្រព័ន្ធគ្រប់គ្រងសហគមន៍					
ផ្សេងៗ (សូមបញ្ជាក់)					
5= មានប្រសិទ្ធភាពខ្ពស់, 4= មានប្រសិទ្ធភាព, 3= មធ្យម, 2= មានប្រសិទ្ធភាពតិចតួច, 1= គ្មានប្រសិទ្ធភាព;					

16. ប្រសិនបើអ្នកបានបំពេញប្រតិបត្តិការសហគមន៍នេះឱ្យទទួលបានជោគជ័យ តើនោះអាចជាអ្វី ? (សូមសរសេរ)

17. តើសហគមន៍កសិកម្មរបស់អ្នកគ្រប់គ្រងទទួលបានជោគជ័យឬទេ? បាទ/ទេ

18. ប្រសិនបើ តើជាខ្លួនឯងឬជាអ្នកដទៃ?

អាទិភាពដំបូង	សកម្មភាព បញ្ចូលសេចក្តីសង្ខេបជាមួយ
(1)	(2)
i	
ii	
iii	
iv	
v	
vi	
vii	
1= បើកក្រុម 2= បេតិកភណ្ឌ 3= ការបង្កើនបណ្តុះបណ្តាលបច្ចេកទេស/ការបង្កើនជំនាញ 4= ការកសាងបណ្តាញទំនាក់ទំនង (សហគមន៍, ការងារសហគមន៍, ប្រព័ន្ធកសិកម្ម) 5= ការប្រើប្រាស់ប្រព័ន្ធគ្រប់គ្រងសហគមន៍ 6= ផ្សេងៗ (សូមបញ្ជាក់)	

19. តើអ្វីជាបញ្ហាដែលបានកើតឡើងក្នុងការប្រើប្រាស់ប្រព័ន្ធគ្រប់គ្រងសហគមន៍របស់អ្នក? (សូមគូសរូបឆ្លងមួយ)

1= សហគមន៍ 2= ការប្រើប្រាស់ប្រព័ន្ធគ្រប់គ្រងសហគមន៍, 3= ផ្សេងៗ (សូមបញ្ជាក់)

20. តើអ្នកបានប្រើប្រាស់ប្រព័ន្ធគ្រប់គ្រងសហគមន៍ឬទេ? បាទ/ទេ

21. ប្រសិនបើបាទ តើអ្នកប្រើប្រាស់ប្រព័ន្ធគ្រប់គ្រងសហគមន៍ឬទេ?

អាទិភាពនៃសកម្មភាព	សកម្មភាព បញ្ចូលលេខកូដទាំងប្រាំបួន
(1)	(2)
i	
ii	
iii	
iv	
v	

1 = គំរូមានទំហំ 2 = របាយការណ៍បង្កើតក្នុងប្រព័ន្ធគណនេយ្យ 3 = របាយការណ៍សហគមន៍ 4 = ផ្នែកសេវាសាងសង់ 5 = ផ្សេងៗ (សូមបញ្ជាក់)

22. តើសហគមន៍បង្កើតក្នុងប្រព័ន្ធគណនេយ្យ? បាទ/ទេ

23. ប្រព័ន្ធគណនេយ្យ ត្រូវបានបង្កើតឡើង?

អាទិភាពនៃសកម្មភាព	សកម្មភាព បញ្ចូលលេខកូដទាំងប្រាំបួន
(1)	(2)
i	
ii	
iii	
iv	
v	

1 = គណនេយ្យ/ប្រាក់កម្ចីដែលបានបង្កើតឡើង 2 = គណនេយ្យដែលបានបង្កើតឡើង 3 = លទ្ធផលប្រតិបត្តិការប្រតិបត្តិការ (ប្រាក់ប្រាក់ ប្រាក់ប្រាក់ ប្រាក់ប្រាក់ ប្រាក់ប្រាក់ ប្រាក់ប្រាក់) 4 = លទ្ធផលប្រតិបត្តិការ 5 = សេចក្តីសន្និដ្ឋានក្នុងការសិក្សា 6 = សេចក្តីសន្និដ្ឋានក្នុងការសិក្សា 7 = បញ្ជីទិន្នន័យប្រតិបត្តិការ 8 = ផ្សេងៗ (សូមបញ្ជាក់)

24. តើអ្នកធ្លាប់បានទទួលប្រាក់ចំណេញឬទេ? បាទ/ទេ

25. តើអ្នកគិតថាសហគមន៍បង្កើតក្នុងប្រព័ន្ធគណនេយ្យ? បាទ/ទេ

26. បាទ, ហេតុអ្វី?

27. ទេ, ហេតុអ្វី?

28. ផ្អែកលើបទពិសោធន៍របស់អ្នក តើអ្នកគិតថាសហគមន៍បង្កើតក្នុងប្រព័ន្ធគណនេយ្យ? តើអ្វីទៅជាគំរូធានាសុវត្ថិភាព ដែលអ្នកនឹងផ្តល់ទៅឱ្យសហគមន៍ក្នុងប្រព័ន្ធគណនេយ្យ?

APPENDIX IX: INFORMED CONSENT FORMS ENGLISH

INFORMED CONSENT DOCUMENT

Title of Study: Success Factors for Farmer Cooperatives in Battambang Province, Cambodia

Investigators: David Emery, Mr. Kov Bong, Mr. Moel Sameth, Mr. Rous Sovannarith

This is a research study. Please take your time in deciding if you would like to participate.

Please feel free to ask questions at any time.

INTRODUCTION

The purpose of this study is to learn what the success factors are for cooperatives in Battambang province, Cambodia that have been able to consistently raise the incomes of their members.

Results from this study will be used by Bareebo Organization, a local community development

non-government organization (NGO) located in Banan village, Battambang province, Cambodia. Bareebo will assist villagers in Banan district to form their own agricultural cooperative in the coming few years and the results from this study will be used to create a farmer cooperative project plan by Bareebo Organization.

You are being invited to participate in this study because we would like to learn directly from managers and members of successful farmer cooperatives in Battambang province, Cambodia what their experiences, ideas and feelings are regarding why their farmer cooperatives are successful.

DESCRIPTION OF PROCEDURES

If you agree to participate in this study, your participation will last for 1 to 1.5 hours. During the study you may expect the following study procedures to be followed: The investigating team will introduce themselves to you and explain the reasons for the research. They will ask for your permission to take part in the study. If you agree, they will ask you a series of questions regarding your experiences and perceptions of your farmer cooperative. You may skip any question that you do not wish to answer or that makes you feel uncomfortable.

RISKS

While we do not anticipate there to be any risks to you while taking part in this study, if at any time you like you would like to stop the interview, please do so.

BENEFITS

If you decide to participate in this study there may be no direct benefit to you. It is hoped that the information gained in this study will benefit society by providing local leaders, non-profits, and larger aid organizations working on income generation programs in Cambodia valuable information and insights regarding income generation potentials from farmer cooperatives in Cambodia.

COSTS AND COMPENSATION

You will not have any costs from participating in this study. You will not be compensated for participating in this study.

PARTICIPANT RIGHTS

Your participation in this study is completely voluntary and you may refuse to participate or leave the study at any time. If you decide to not participate in the study or leave the study early, it will not result in any penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY

Records identifying participants will be kept confidential to the extent permitted by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies auditing departments of Iowa State University, and the Institutional Review Board (a committee that reviews and approves human subject research studies) may inspect and/or copy your records for quality assurance and data analysis. These records may contain private information.

To ensure confidentiality to the extent permitted by law, the following measures will be taken: each subject participating in the study will receive a unique code that will be used on forms instead of their name. The National and International Directors at Bareebo Organization will be the sole people with access to the study records and special codes known only to them will be used to protect the study records from others being able to access them. After seven years the study records will be permanently deleted from all files. If the results are published, your identity will remain confidential.

QUESTIONS OR PROBLEMS

You are encouraged to ask questions at any time during this study.

- For further information about the study contact David Emery in Cambodia at (855) 092 155 246 or Cornelia Flora in the United States of America at cflora@iastate.edu.
- If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director, (515) 294-3115, Office of Research Assurances, Iowa State University, Ames, Iowa 50011.

PARTICIPANT SIGNATURE

(Participant's Signature)

(Date)

I certify that the participant has been given adequate time to read and learn about the study and all of their questions have been answered. It is my opinion that the participant understands the purpose, risks, benefits and the procedures that will be followed in this study and has voluntarily agreed to participate.

(Signature of Person Obtaining
Informed Consent)

(Date)

ឯកសារប្រកាសពីការព្រមព្រៀង

ចំណងជើងនៃការសិក្សា: កត្តាជាធម៌យសប្បាយសហការណ៍កសិករនៅក្នុងខេត្តបាត់ដំបង ប្រទេសកម្ពុជា

អគ្គនាយកៈ លោក អ៊ុយ៉ា, លោក ប៊ុន, លោក ឡាន សាម៉េត, លោក លុង សុផាណាវិច

ខេត្តកាកាសព័ក្កាសាវ្យា ។ សមាជិកក្រុមប្រឹក្សាភិបាល នៅក្នុងការសម្រេចចិត្តជាដើមក្នុងចំណោមមេប្រជុំ ។ សមាជិកស្ថាប័នស្រាវជ្រាវនៅក្នុងស្ថាប័ន ។

សេចក្តីផ្តើម

គោលបំណងនៃការសិក្សានេះ គឺសិក្សាថា តើអ្វីទៅជាកត្តាជោគជ័យសម្រាប់សហគមន៍នៅក្នុងខេត្តបាត់ដំបង ប្រទេសកម្ពុជា ដែលធ្លាប់បានបម្រើប្រាស់ចំណូលជាប្រចាំឥតដាច់របស់សមាជិកនៃសហគមន៍ទាំង

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លទ្ធផលចេញពីការសិក្សានេះ នឹងត្រូវប្រើប្រាស់ដោយអង្គការបើប្រណី ជាអង្គការក្រៅរដ្ឋាភិបាលគ្រប់គ្រងផ្នែកអភិវឌ្ឍន៍សហគមន៍ ដែលមានទីតាំងនៅក្នុងភូមិបាណាម៉ា ខេត្តបាត់ដំបង ប្រទេសកម្ពុជា ។

អង្គការបើប្រណីនឹងជួយអ្នកក្នុងការកែលម្អស្ថានភាពជីវភាពរស់នៅរបស់ពួកគេនៅក្នុងរយៈពេលវែងបំផុតនាពេលខាងមុខ ហើយលទ្ធផលពីការសិក្សានេះ នឹងត្រូវប្រើប្រាស់ដើម្បីបង្កើតផែនការ គម្រោងសហគមន៍កសិកម្មរួមដោយអង្គការបើប្រណី ។

អ្នកត្រូវបានអញ្ជើញចូលរួមនៅក្នុងការសិក្សានេះ ពីព្រោះយើងចង់សិក្សាផ្ទាល់ពីអ្នកគ្រប់គ្រង និងសហជីពនៃសហគមន៍សហគមន៍ដែលមានជោគជ័យនៅក្នុងខេត្តបាត់ដំបង ប្រទេសកម្ពុជា ថាធ្វើដូចម្តេច បទពិសោធន៍ គំនិត និងអរម្មន៍របស់ពួកគេទាក់ទងទៅនឹងចូលរួមសហគមន៍កសិកម្មរបស់ពួកគេទទួលបានជោគជ័យ ។

ការពណ៌នាអំពីវិធីវិធី

ប្រសិនបើអ្នកយល់ព្រមចូលរួមនៅក្នុងការសិក្សានេះ ការចូលរួមរបស់អ្នកនឹងមានរយៈពេល ១ ម៉ោង ឬ១ម៉ោងកន្លះ។ នៅក្នុងពេលសិក្សា អ្នកអាចត្រូវបានទទួលខុសត្រូវខ្លះៗខាងក្រោម ដើម្បីត្រូវបាន គាត់មាន ៖ ប្រែប្រួលអង្គការនិងណែនាំខ្លួនរបស់ពួកគេដល់សហគមន៍ និងពន្យល់ពីហេតុផលនៃការសិក្សា ។ ពួកគេនឹងសុំការអនុញ្ញាតចូលរួមក្នុងការសិក្សាពីសហគមន៍។ ប្រសិនបើអ្នកយល់ព្រម ពួកគេនឹងសួរ អ្នកខ្លះបណ្តាសិក្សាប្រចាំខ្លួន ទាក់ទងទៅនឹងបទពិសោធន៍ និងការយល់ឃើញរបស់អ្នកអំពីសហគមន៍កសិកម្មរបស់អ្នក ។ អ្នកអាចនឹងរំលងចោលខ្លះៗខាងលើ ដែលអ្នកមិនចង់ឆ្លើយ ដែលធ្វើឱ្យអ្នកមាន អារម្មណ៍មិនស្របណាមួយ។

ហានិភ័យ

ក្នុងពេលដែលយើងចំណាយពេលវេលាខ្លះៗក្នុងការនិយាយហានិភ័យធម្មតាដែលមានលក្ខណៈ ទាក់ទងនឹងការសិក្សានេះ ទាក់ទងនឹងការសិក្សានេះ ប្រសិនបើមានការបញ្ឈប់ការធ្វើសម្ភាសន៍ សូមបញ្ឈប់ការធ្វើសម្ភាសន៍ ចុះ ។

អត្ថប្រយោជន៍

ប្រសិនបើអ្នកសរសេរច្បាប់ចូលរួមនៅក្នុងការសិក្សានេះ អាចនឹងមានអត្ថប្រយោជន៍ផ្ទាល់ដល់ការសិក្សា ។ អ្នកត្រូវបានសម្របសម្រួលទៅនឹងការសិក្សានេះនិងផ្តល់ប្រយោជន៍ដល់សង្គម តាម រយៈការផ្តល់ព័ត៌មានបំផុតអំពីអ្នកកសិកម្មរបស់ពួកគេ និងបណ្តាអង្គការមិនមែនរដ្ឋាភិបាល និងអង្គការផ្តល់ជំនួយដទៃ ដែលធ្វើប្រតិបត្តិការនៅក្នុងកម្ពុជាបង្កើតចំណូលបាន នៅក្នុងប្រទេសកម្ពុជា និងការ យល់ដឹងប្រចាំខ្លះៗទាក់ទងទៅនឹងសក្តានុពលនៃការបង្កើតចំណូលពីសហគមន៍កសិកម្មនៅក្នុងប្រទេសកម្ពុជា ។

តម្លៃ និងសំណង

អ្នកនឹងមិនមានចំណាយអ្វីទៅលើការចូលរួមនៅក្នុងការសិក្សានេះទេ ។ អ្នកនឹងមិនបានទទួលសំណងពីការចូលរួមនៅក្នុងការសិក្សានេះទេ ។

សិទ្ធិកាត់បន្ថយ

ការចូលរួមរបស់អ្នកនៅក្នុងការសិក្សានេះគឺធ្វើដោយការស្ម័គ្រចិត្តពេញលេញ ហើយអ្នកអាចមិនមែនជាមិនចូលរួម ឬចោលបំបាច់ការសិក្សានៅគ្រប់ពេលវេលាបាន។ ប្រសិនបើអ្នកសរសេរច្បាប់ចូលរួមនៅក្នុង ការសិក្សា ប្រាប់ប៉ះបំបាច់ការសិក្សា នោះគឺនឹងមានទណ្ឌកម្ម ឬការបាត់បង់អត្ថប្រយោជន៍ផ្សេងៗដែលអ្នកមានសិទ្ធិទទួលបាននោះដែរ។

ការសម្ងាត់

ឯកសារកំណត់ត្រាដែលធ្វើអនុសញ្ញាណាមួយដែលអ្នកចូលរួមនឹងត្រូវរក្សាទុកជាសម្ងាត់ត្រឹមតែសហគមន៍ដែលអនុញ្ញាតដោយបទបញ្ជា និងច្បាប់ដែលអនុវត្ត និងនឹងមិនត្រូវយកមកជាឯកសារណាមួយឡើយ ។ ទោះជា

យ៉ាងនេះក្តី ទីភ្នាក់ងារក្រសួងព័ត៌មានរបស់រដ្ឋាភិបាលសហព័ន្ធ និងនាយកដ្ឋានសុខាភិបាលសហព័ន្ធគ្រប់គ្រងការសិក្សាស្រាវជ្រាវដែលមានសុស្សន្ទប្រជាជន

គំនិតស្រាវជ្រាវ (Institutional Review Board) (គណៈកម្មាធិការប្តូរដែលត្រូវពិនិត្យឡើងវិញ និងឯកភាពទៅលើការសិក្សាស្រាវជ្រាវដែលមានសុស្សន្ទប្រជាជន បទ) អាចនឹងផ្តើមដាក់កិច្ច និង/ឬចម្លងឯកសារកំណត់ត្រារបស់អ្នក ដើម្បីធានាគុណភាព និងការរក្សាទុកទិន្នន័យ ។ ឯកសារកំណត់ត្រាទាំងនេះអាចធ្វើកម្រិតព័ត៌មានជាឯកភាព ។

ដើម្បីរក្សាការសម្ងាត់ត្រឹមតែសហគមន៍ដែលអនុញ្ញាតដោយច្បាប់ វិធានការនានាប្រកាសនិងត្រូវបានកំណត់ ។ បុគ្គលម្នាក់ដែលចូលរួមនៅក្នុងការសិក្សានឹងទទួលបានការអនុវត្តន៍ ដែលនឹងត្រូវប្រើប្រាស់នៅលើ ទម្រង់ឯកសារ ដំបូងឱ្យបានយល់ស្រប។ តាមការផ្តល់ព័ត៌មាន និងអនុវត្តន៍នៅក្នុងការបើកប្រជាជននិងក្លាយជាបុគ្គលស្នូល ដែលមានលទ្ធភាពទៅកាន់កំណត់ត្រានៃការសិក្សា ហើយលេខកូដសម្ងាត់ដែល មានតែនាយកទំនាក់ទំនង និងគ្រូបង្រៀនប្រើប្រាស់ ដើម្បីរក្សាការពារកំណត់ត្រានៃការសិក្សា កុំឱ្យមានការប្រើប្រាស់ពីអ្នកដទៃ ។ ត្រឹមត្រូវតាម កំណត់ត្រានៃការសិក្សានឹងត្រូវលុបចោលជាអចិន្ត្រៃយ៍ពីសំណុំ ឯកសារទាំងអស់ ។ ប្រសិនបើការសិក្សាត្រូវបានចោល ក្នុងអំឡុងពេល អនុសញ្ញាណាមួយអ្នកនៅតែជាការសម្ងាត់ដដែល។

សំណួរ ឬបញ្ហា

អ្នកត្រូវបានលើកទឹកចិត្តឱ្យសួរសំណួរនៅពេលណាក៏បាន នៅក្នុងពេលធ្វើការសិក្សានេះ ។

- សម្រាប់ព័ត៌មានបន្ថែមអំពីការសិក្សា សូមទាក់ទង David Emery នៅប្រទេសកម្ពុជា (៨៥៥) ០៩២ ១៥៥ ២៤២ ឬ Cornelia Flora នៅ សហរដ្ឋអាមេរិកតាម cflora@iastate.edu ។
- ប្រសិនបើអ្នកមានសំណួរអំពីទិដ្ឋភាពប្រធានបទស្រាវជ្រាវ ឬការបង្កើនដែលមានការពាក់ព័ន្ធនឹងការស្រាវជ្រាវ សូមទាក់ទង អ្នកគ្រប់គ្រង IRB (៥១៥) ២៨៤-៤៥៦៦ IRB@iastate.edu ឬតាម (៥១៥) ២៨៤-៣១១៥, ការិយាល័យនាយកបំប៉នលើការស្រាវជ្រាវ នៅ Iowa State University, Ames, Iowa 50011,។

ហត្ថលេខាអ្នកចូលរួម

ហត្ថលេខាបញ្ចប់បញ្ហាមួយសម្រាប់អង្គការស្ថិតក្នុងក្នុងការចូលរួមនៅក្នុងការសិក្សានេះ ការសិក្សាត្រូវបានចាប់ផ្តើមដល់អ្នក អ្នកត្រូវបានផ្តល់ឱកាសសម្រាប់ឯកសារ ហើយសំណួររបស់អ្នកត្រូវបានឆ្លើយ ដោយចេញចិត្ត ។ អ្នកនឹងទទួលបានសំណៅនៃការប្រកាសការយល់ព្រមជាលាយលក្ខណ៍អក្សរមួយច្បាប់ មុននឹងចូលរួមនៅក្នុងការសិក្សា ។

ឈ្មោះអ្នកចូលរួម (ចោះព្រះ) _____

(ហត្ថលេខានិងត្រកូល/ អាណាព្យាបាល ឬ (កាលបរិច្ឆេទ)
គំណាងស្របច្បាប់)

ការប្រកាសរបស់អ្នកធ្វើអាណត្តិ

ខ្ញុំបាទសូមបញ្ជាក់ថាអ្នកចូលរួមបានមកសេវាសម្របសម្រួលនីមួយៗ និងសិក្សាអំពីការសិក្សា ហើយសំណួរទាំងនេះរបស់អ្នកត្រូវបានឆ្លើយ។ វាជាឈាមរបស់លំដាប់ខ្ពស់ដែលជាអ្នកចូលរួមសំពីការសម្របសម្រួលមាតិកា អត្ថប្រយោជន៍ និងនីតិវិធីនានាដែលស្ថិតក្នុងការពារការប្រកួតប្រជែងការសិក្សានេះ និងបានយល់ច្បាស់អោយស្មើគ្នាទៅនឹងចូលរួម ។

(គេត្តាលេខារបស់បុគ្គលដែលទទួលបាន) (កាលបរិច្ឆេទ)

ការប្រកាសការងារលំប្រម)

APPENDIX XI: INTERNATIONAL COOPERATIVE ALLIANCES COOPERATIVE IDENTITY, VALUES & PRINCIPLES

Definition

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise.

Values

Co-operatives are based on the values of **self-help, self-responsibility, democracy, equality, equity** and **solidarity**. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.

Principles

The co-operative principles are guidelines by which co-operatives put their values into practice.

1. Voluntary and Open Membership

Co-operatives are voluntary organisations, open to all persons able to use their services and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

2. Democratic Member Control

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote) and co-operatives at other levels are also organised in a democratic manner.

3. Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their co-operative. At

least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership.

Members allocate surpluses for any or all of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

4. Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

5. Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of co-operation.

6. Co-operation among Co-operatives

Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional and international structures.

7. Concern for Community

Co-operatives work for the sustainable development of their communities through policies approved by their members.

